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ABSTRACT

Intended for those responsible to organize, oversee, and evaluate a school's comprehensive traffic safety education program, this Illinois State guide contains nine major sections and appendixes. An introduction presents philosophy and status of the Illinois program, general goals and objectives, notes on relevant professional associations, and legal requirements including Federal standards, and Illinois laws with quotations from appropriate acts and codes. Section 2 is 27 definitions of driver education terms, e.g., driving range, concurrent schedule pattern, and multiple-car instruction. A section on personnel requirements and responsibilities covers administrators, supervisors, instructor, and students. Items dealt with in the administration and procedures section include budget, accident report system, insurance, options for availability of the course, program organization (design, scheduling, etc.), minimum facilities and equipment, and maintenance. The fifth section on the Illinois reimbursement program covers claims, tuition students, cooperative school programs records, participating agreements, and driver education cost accounting. A special programs section includes such topics as adult driver education, bicycle safety, commercial school programs, handicapped programs, pedestrian safety, etc. Principles and techniques of evaluation (program, facilities, staff, student, and instructional activities) make up the seventh section, and the eighth, on public relations, has such headings as Role of the Instructor, Community Support, and Legislative Support. The final section, which lists resources and materials (State guides, audio visual, periodicals, texts, etc.), is followed by an appendix containing sample forms and schedules, simulation layouts, and other program helps. (JT)

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SUPERVISORS GUIDEBOOK: DRIVER AND TRAFFIC SAFETY EDUCATION

Prepared Under Contract
06-05-04
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Springfield, Illinois

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Safety Center
Southern Illinois University
Carbondale, Illinois

June, 1976

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PREFACE

The motor vehicle has grown to become a vital link in the American way of life. Just as it provides mobility for millions, with improper use injury, disablement, and even death has resulted for thousands.

Due to the ever growing complexity of the driving task it is becoming more and more evident that the highway user must undergo more comprehensive driver education. This education should be in the form of a relevant, well-organized program taught and supervised by competent individuals.

Supervision is a key factor in the development, implementation and evaluation of this comprehensive program. Regardless of the school size, one individual should be designated to fill this role. The quality of the traffic safety education program offered will reflect the quality of the supervision provided.

To help the school systems select a person to administer and supervise the safety education program and to define his duties, the National Safety Council has prepared a statement defining the aspects of the supervisor's work. The tasks fall into five major areas:

1. Administrative policy
2. Curriculum development
3. Instructional methods
4. Community coordination
5. Evaluation of the safety program

These major areas are designed to serve as a source of direction for a school system either initiating or upgrading a school safety program.

This publication is intended to serve as a guide to driver and traffic safety education supervisors. Through proper use, this guide could assist the supervisor in organizing, overseeing and evaluating a schools' comprehensive traffic safety education program. The Illinois Office of Education recommends that the guide be used so that the best traffic and safety education program possible be developed for students in Illinois schools.

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1.0 INTRODUCTION

1.01 Status of Illinois Driver and Traffic Safety Education Program

The Illinois Driver and Traffic Safety Education Program has shown continuous improvement the last few years throughout the state. Our efforts are now geared toward the development of a comprehensive driver education program. Virtually every program throughout the state has at least met the minimum standards for an approved driver education course and many are surpassing these standards.

In spite of the marked program improvement, the instructors are now encountering certain unique problems. For example, the increased cost of gasoline, use of unleaded gasoline in the newer model cars, and difficulty in procuring vehicles. Trends indicate these problems will worsen in years to come. Each program must learn to cope with these problems and find workable solutions.

1.02 Philosophy of Driver and Traffic Safety Education

Unsafe human behavior is considered the most critical factor contributing to accidents. Due to this fact, the Driver and Traffic Safety Education programs must be geared to counteract this behavior. In coping with this task, the instructor must strive to integrate safety into each individual's daily living thus becoming an important part of each person's philosophy of life. This person's philosophy is the integration of all of his acquired knowledge and experience into a pattern of human behavior. This behavior is controlled by values, attitudes, and habits that, in turn, are developed and modified by the acquisition of new knowledge and experience. This knowledge should be based upon sound factual information presented by a competent driver education instructor. The nature of safety in each perons's philosophy of life will help determine the type of actions that are taken while driving within the Highway Transportation System.

1.03 General Goal and Specific Program Objectives

1.03.1 General Goal

The overall goal of Driver and Traffic Safety Education is to improve the quality of human decisions and performance tasks related to the system in a manner that encourages continuing improvement.

1.03.2 Specific Program Objectives[1]

1. Students are able to recognize and describe the operation of a motor vehicle as primarily a mental and social task involving the interaction of man and vehicles in a complex highway transportation system.
2. Students are able to define and recognize, in a manner sufficient for safe efficient operation, the capabilities and limitations of one's own vehicle and other vehicles involved in the highway transportation system.
3. Students can perceive, interpret and judge in an efficient and effective manner the pertinent system events and conditions or contingencies for the best pathway to travel in terms of goals, risks and consequences.
4. Students can determine the advantages and disadvantages of various driving environments and can select the most appropriate departure times.
5. For the various vehicles used, students can contrast the performance characteristics and optional equipment available. They can determine the extent to which vehicle systems are functioning properly or are in need of corrective maintenance.
6. Students can define legal and moral responsibilities necessary for making decisions regarding personal capabilities relative to the safe and efficient operation of the vehicle on the highway.
7. Students can determine methods for preventing various psychological, social and other factors from having an adverse effect on one's ability to perform.

1.04 Professional Organizations

It is important that each driver education supervisor and teacher be a member and support the national and state driver and traffic safety education organizations. These organizations help the person stay abreast of current happenings in the driver education field.

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[1] Francis C. Kenel. "A Driver Education Curriculum for the 70's." Journal of Traffic Safety Education, January 1972, Vol. XIX, No. 2, pp. 18-20 (California Driver Education Association).

1.04.1 American Driver and Traffic Safety Education Association

The primary purpose of ADTSEA is the prevention of accidents by improving and extending driver and traffic safety education in schools and colleges. It works to accomplish this purpose through conferences, programs of teacher education, dissemination of materials designed to strengthen the teaching of traffic safety at all levels, and through other appropriate activities.

ADTSEA produces many publications including the quarterly Journal of Traffic Safety Education.

For membership information write:

American Driver and Traffic Safety Education
Association
Department of National Education Association
1201 16th Street, NW
Washington, DC 20036

1.04.2 The Illinois High School and College Driver Education Association

The corporation is organized exclusively for educational and charitable purposes in the following particulars and in no way shall these purposes be construed to permit commercial or profit-making objectives.

1. To improve and upgrade the teaching by high school and college instructors of traffic safety and driver education in the high schools and colleges of Illinois.
2. To promote research which attempts to solve the problems associated with traffic safety and publish the information for use in high school and college driver education programs by high school and college instructors.
3. To cooperate with other agencies which are concerned with traffic safety and driver education in the high schools and colleges of Illinois.
4. To provide an alliance for all high school and college instructors of traffic safety and driver education to promote the above purposes.

For IHSCDEA information contact:

Illinois Office of Education
Safety Section
100 North First Street
Springfield, IL 62701

1.05 Legal Requirements

1.05.1 Federal Standards

1.05.11 Highway Safety Act of 1966

This act requires that each state, to qualify for Federal safety funds, must have a comprehensive highway safety program approved by the Secretary of Transportation no later than January 1, 1970. The responsibility for implementing highway safety programs, emanating from the various states, lies with the National Highway Traffic Safety Administration in the U.S. Department of Transportation. (This administration was established by the Highway Safety Act of 1970). The NHTSA has established Highway Safety Program Standards in the following areas:[2]

1. Periodic Motor Vehicle Inspection
2. Motor Vehicle Registration
3. Motorcycle Safety
4. Driver Education
5. Driver Licensing
6. Codes and Laws
7. Traffic Courts
8. Alcohol in Relation to Highway Safety
9. Identification and Surveillance of Accident Locations
10. Traffic Records
11. Emergency Medical Services
12. Highway Design, Construction, and Maintenance
13. Traffic Engineering Services
14. Pedestrian Safety

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[2] National Highway Traffic Safety Administration. Highway Safety Program Standards. (Washington, D.C.).

15. Police Traffic Services
16. Debris Hazard Control and Cleanup
17. Pupil Transportation Safety
18. Accident Investigation and Reporting

Funds appropriated to states are apportioned on a population basis plus highway mileage. Project funds are to be spent, 60 percent on state agency projects and 40 percent on local projects. In Illinois the Governor has designated the Secretary of the Illinois Department of Transportation as his representative in the administration of the Act. The Governor, through his Traffic Safety Coordinating Committee, screens all projects for financing and selects projects in those areas which the committee feels need to be upgraded. Although the Governor's Traffic Safety Coordinating Committee must approve all statewide projects, local projects must be submitted through either the township board of supervisors or city government.

Of particular importance is the Driver Education Standard. To bring about an improved level of driver education effectiveness projects should either expand or improve existing programs. The purpose of the Driver Education Standard is:

1. To insure that every eligible high school student has the opportunity to enroll in a course of instruction designed to train him to drive skillfully and safely under all traffic and roadway conditions.
2. To insure that commercial driver training schools achieve and maintain a corresponding level of instruction for beginning drivers and that they recognize the differences between needs of adults and adolescents.
3. To provide education offering driving instruction to adults.

1.05.2 Role of the Illinois Office of Education

The Illinois Office of Education has several responsibilities toward the conduct of the driver education program. The local school district should maintain continuous contact with their respective educational specialist in order to keep abreast of program requirements and considerations of policy changes. This organization is responsible for the following functions. It:

1. Approves certification of driver education teachers
2. Establishes rules and regulations governing the conduct of the program
3. Establishes policies relating to legislative matters adopted by the state legislature
4. Supervises the program through a state director of driver and safety education
5. Administers the reimbursement program
6. Aids in the distribution of new materials to the local school and school districts
7. Develops and supervises development of new materials.

1.05.21 Director of the Safety Education/Pupil Transportation Section Responsibilities

The director of the Safety Education/Pupil Transportation Section is responsible for supervising, directing, and coordinating the activities of the section; supervising and participating in the preparation of statistics and preparation of special reports; performing liaison duties with other governmental agencies; recommending the establishment and revision of laws; preparing and supporting budget estimates and requests; assisting with the development of policies and supervising the establishment of programs; representing the agency in communications with professional and lay groups concerning comprehensive safety education programs; and in all ways, providing administrative leadership to the section.

1.05.22 Safety Education Specialist's Responsibilities

The educational specialist's responsibilities include evaluating and providing consultant services for public, independent, private and parochial schools, commercial school safety education programs, and governmental agencies driver education programs; conducting safety education workshops on a county and regional basis for teachers and administrative guidelines and scheduling monthly and quarterly reports; assisting schools in developing administrative guidelines and scheduling monthly and quarterly reports; assisting schools in developing administrative guidelines and scheduling of instructional program; assisting in development of state annual work program; evaluating teacher qualifications.

1.05.3 Illinois Vehicle Code

(The following section deals with regulations regarding the procurement and use of the instruction permit.)

1.05.31 Chapter 6 - Selected Portions (Illinois Driver Licensing Law)

6-101. Drivers must have licenses or permits. (a) No person, except those expressely exempted by Section 6-102, shall drive any motor vehicle upon a highway in this State unless such person has a valid license or permit, or a restricted driving permit, issued under the provisions of this Act.

(b) No person shall drive a motor vehicle unless he holds a valid license or permit, or a restricted driving permit issued under the provisions of Section 6-205 or 6-206 of this Act. Any person to whom a license is issued under the provisions of this Act must surrender to the Secretary of State all valid licenses or permits. No drivers license shall be issued to any person who holds a valid Foreign State license unless such person first surrenders to the Secretary of State any such valid Foreign State license.

(c) Any person licensed as a driver hereunder shall not be required by any city, village, incorporated town or other municipal corporation to obtain any other license to exercise the privilege thereby granted.

6-105. Instruction permits and temporary licenses. (a) Except as provided in this Section, the Secretary of State upon receiving proper application and payment of the required fee may issue an instruction permit to any person who is not ineligible for a license under paragraphs 1, 3, 4, 5, 7, or 8 of Section 6-103, after the applicant has successfully passed such examination as the Secretary of State in his discretion may prescribe.

1. An instruction permit entitles the holder while having the permit in his immediate possession to drive a motor vehicle, excluding a motor driven cycle or motorcycle, upon the highways for a period of 12 months after the date of its issuance when accompanied by a licensed driver who has had at least one year of driving experience and who is occupying a seat beside the driver.
2. A 12 month instruction permit for a motor driven cycle may be issued to a person 16 years of age or more, and entitles the holder to drive upon the highways during daylight under the direct supervision of a licensed motor driven cycle operator or motorcycle operator.
3. A 12 month instruction permit for a motorcycle other than a motor driven cycle may be issued to a person 18 years of age or more and entitles a holder only when under the direct supervision of a licensed motorcycle operator.

(b) An instruction permit issued hereunder when issued to a minor enrolled in a driver education program as provided in this Act, shall be restricted, by the Secretary of

State, to the operation of a motor vehicle by a minor only when accompanied by the adult instructor of the program during enrollment therein or when practicing with a parent, legal guardian or person in loco parentis who has been licensed for at least one year and who is occupying a seat beside the driver. After successful completion of the driver education program and before qualifying for a drivers license the minor shall be restricted to the operation of a motor vehicle only when accompanied by a person who has been licensed to operate a motor vehicle for at least one year and who is occupying a seat beside the driver.

(c) The Secretary of State may in his discretion issue a temporary driver's permit to an applicant for a license permitting him to operate a motor vehicle while the Secretary is completing his investigation and determination of all facts relative to such license. Such permit must be in his immediate possession while operating a motor vehicle, and it shall be invalid when the applicant's license has been issued or for good cause has been refused. In each case the Secretary of State may issue the temporary permit for such period as he deems appropriate but in no event for longer than 90 days.

6-106. Application for license or instruction permit. (a) Every application for any permit or license authorized to be issued under this Act shall be made upon a form furnished by the Secretary of State. Every application shall be accompanied by the proper fee and payment of such fee shall entitle the applicant to not more than three attempts to pass the examination within a period of one year after the date of application.

(b) Every application shall state the name, social security number,zip code, date of birth, sex, and residence address of the applicant; breifly describe the applicant; state whether the applicant has theretofore been licensed as a driver, and if so, when and by what state or country, and whether any such license has ever been cancelled, suspended, revoked or refused, and if so, the date and reason for such cancellation, suspension, revocation or refusal; shall include an affirmation by the applicant that all information set forth is true and correct; and shall bear the applicant's signature, written with pen and ink. The application form may also require the statement of such additional relevant information as the Secretary of State shall deem necessary to determine the applicant's competency and eligibility. The Secretary of State may in his/her discretion substitute a federal tax number in lieu of a social security number, or he/she may instead assign an additional distinctive number in lieu thereof, where an applicant is prohibited by bona fide religious convictions. The Secretary of State shall, however, determine which religious orders or sects have such bona fide religious convictions. The Secretary of State may in his/her discretion, by rule or regulation, provide that an application for a drivers license may include a suitable photograph of the applicant on the form prescribed by the Secretary, and he/she may further provide that each drivers license shall include a photograph of the driver. The Secretary of State may utilize a photograph process or system most suitable to deter alteration or improper reproduction of a drivers license and to prevent substitution of another photo thereon.

6-107. Applications of minors. The application of any person under the age of 18 years, and not legally emancipated by marriage, for a drivers license or permit to operate a motor vehicle issued under the laws of this State, shall be accompanied by the written consent of the father of the applicant, or in the event there is no parent or guardian, then by another responsible adult.

No drivers license shall be issued to any applicant under 18 years of age who is 16 years of age or more unless the applicant has passed an approved driver education course as defined in Section 1-103 of this Act, and submits such proof of having passed the course as may be required by the Secretary of State.

6-112. License and permits to be carried and exhibited on demand. Every licensee or permittee shall have his/her drivers license or permit in his/her immediate possession at all times when operating a motor vehicle and, for the purpose of indicating compliance with this requirement, shall display such license or permit if it is in his/her possession upon demand made, when in uniform or displaying a badge or other sign of authority, by a member of the State Police, a sheriff or other police officer or designated agent of the Secretary of State. However, no person charged with violating this Section shall be convicted if he/she produces in court satisfactory evidence that a drivers license was theretofor issued to him/her and was valid at the time of his/her arrest.

For the purposes of this section, "display" means the manual surrender of his/her license certificate into the hands of the demanding officer for his/her inspection thereof.

1.05.4 Illinois School Code

(The following section specifies what safety education content should be included in the curriculum of the public schools. The Illinois Vehicle Code is identified as the source and Chapters 11, Rules of the Road; 12, Equipment of Vehicles; 13, Inspection of Vehicles; 15, Size, Weight, and Load; and 16, Enforcement, Penalties and Disposition of Fines and Forfeitures, and Criminal Cases should be the basic material used in the course content. It also outlines the minimum hours of safety education instruction required at each grade level.)

1.05.41 Section 27-23 (Uniform Traffic Act)

The curriculum in all public schools shall include a course dealing with the content of Chapters 11, 12, 13, 15, and 16 of the Illinois Vehicle Code, approved September 29, 1969, as amended, and the rules and regulations adopted pursuant to those chapters insofar as they pertain to the operation of motor vehicles. Instruction shall be given in safety education in grades 1 through 8 equivalent to one class period each week, and in at least one of the years in grades 10-12. The course of instruction required of each student at the high school level shall consist of a minimum of 30 clock hours of classroom instruction taught by a certified high school teacher who has acquired special qualifications as required for participation under the terms of Section 27-24.2 of this Act. Each school district maintaining grades 9 through 12 shall provide the classroom course for each high school student resident of the school district and for each out-of-school resident of the district between the ages of 15 and 21 years who requests the classroom course. For each resident of the district between the ages of 15 and 21 years who has started an approved high school classroom driver education course on request, each school district shall provide an approved course in practice driving consisting of a minimum of six clock hours of individual, behind-the-wheel instruction or its equivalent in a car, as determined by the State Superintendent of Education. The course of instruction given in grades 10 through 12 shall include an emphasis on the development of knowledge, attitudes, habits, and skills necessary for the safe operation of motor vehicles including motorcycles insofar as they can be taught in the classroom. (Amended by Act approved June 24, 1970.)

1.05.42 Section 27-24 (Driver Education Act)

(The following section deals with regulations regarding the development of a Driver Education course.)

Section 27-24.1 Definitions. As used in the Driver Education Act unless the context otherwise requires: "Superintendent" means State Superintendent of Education.

"Driver Education Course" and "courses" means a course of instruction in the use and operation of cars, including instruction in the safe operation of cars and rules of the road and the laws of this State relating to motor vehicles, which meet the minimum requirements of this Act and the rules and regulations issued thereunder by the Superintendent and has been approved by the Superintendent as meeting such requirements.

"Car" means a motor vehicle of the first division as defined in the Illinois Motor Vehicle Law.

"Driver's License" means any license or permit issued by the Secretary of State under Chapter 6 of the Illinois Motor Vehicle Law.

With reference to persons, the singular number includes the plural and vice versa, and the masculine gender includes the feminine. (Amended by Act approved August 11, 1967.)

Section 27-24.2 Driver Education Course. Any school district which maintains grades 9 through 12 shall offer a driver education course in any such school which it operates. Both the classroom instruction part and the practice driving part of such driver education course shall be open to a resident or non-resident pupil attending a non-public school in the district wherein the course is offered and to each resident of the district who acquires or holds a currently valid driver's license during the term of the course and who is at least 15 years but has not reached 20 years of age without regard to whether any such person is enrolled in any other course offered in any school that the district operates.

Such a driver education course may include classroom instruction, the safety rules and operation of motorcycles or motor driven cycles.

Such a course may be commenced immediately after the completion of a prior course. Teachers of such courses shall meet the certification requirements of this Act and regulations of the Superintendent as to qualifications.

Section 2 - This amendatory Act of 1969 is applicable only to contracts entered into after its effective date. (Amended by L. 1969, H.B. 79, approved August 28, 1969.)

Section 27-24.3 Reimbursement. In order for the school district to receive reimbursement from the State as hereinafter provided, the driver education course offered in its schools shall consist of at least 30 clock hours of classroom instruction and, subject to modification as hereinafter allowed, at least 6 clock hours of practice driving in a car having dual operating controls under direct individual instruction. The Superintendent may allow, in lieu of not more than 4 clock hours of practice driving in a dual control car, such practice driving instruction as he determines as the equivalent of such practice in a dual-control car. (Amended by Act approved August 11, 1967).

Section 27-24.4 Making Claims. The State shall reimburse each school district the per capita cost to the district, not to exceed the amount of $50 for each pupil who finishes both the classroom instruction part and the practice driving part of a driver education course that meets the minimum requirements of this Act; provided that if reimbursement has previously been made on account of any student who finished the classroom instruction part only of such course as hereinafter provided, then the reimbursement on account of such student shall be the per capita cost to the district of the practice driving part of such course, not to exceed the amount of $40. The State shall reimburse each school district the per capita cost to the district, not to exceed the amount of $10 for each pupil who finishes the classroom instruction part only of such driver education course. Such reimbursement is payable from the Driver Education Fund in the State treasury. Should the sum appropriated from such fund be insufficient to pay all claims submitted each year the amount payable to each district shall be proportionately reduced. The school district which is the residence of a pupil who attends a non-public school in another district that has furnished the driver education course shall reimburse the district offering the course, the difference between the actual per capita cost of giving the course the previous school year and the amount reimbursed by the State. By April 1 the non-public school shall notify the district offering the course of the names and district numbers of the non-resident students desiring to take such course the next school year. The district offering such course shall notify the district of residence of those students affected by April 15. The school district furnishing the course may claim the non-resident pupil for the purpose of making a claim for State reimbursement under this Act. (Amended by L. 1971, S.B. 745, approved September 27, 1971.)

Section 27-24.5 Submission of Claims. Claims for reimbursement under this Act shall be submitted in duplicate by each district to the Superintendent prior to September 1 of each year on such forms and in such manner as shall be prescribed by the Superintendent. Such claim shall list the name and age of each student for whom claim is made who finished the entire course after July 1 of the preceeding calendar year and prior to July 1 of the year in which the claim is submitted and the serial number of the driver's license held by the student during the time he was enrolled in the course. Such claim also shall list the name and age of each student for whom claim is made for such period for the classroom instruction part only of such course and for the practice driving part of such course.

The Superintendent shall transmit a copy of each claim for reimbursement to the Secretary of State who shall thereupon determine whether each person listed therein as finishing the entire course held or acquired a valid driver license during the period he was a student in such course and report to the Superintendent the names of all such persons listed thereon who did not so hold or acquire such a license.

The State shall not reimburse any district for any student who has repeated any part of the course more than once, who did not hold such a valid license during the period he was a student in the practice driving part of the course or who did not meet the age requirements of this Act during the period that he was a student in any part of the drivers education course.

Section 27-24.6 Attendance Records. The school board shall require the teachers of drivers education courses to keep daily attendance records for pupils attending such courses in the same manner as is prescribed in Section 24-18 of this Act and such records shall be used to prepare and certify claims made under the Driver Education Act. Claims for reimbursement shall be made under oath or affirmation of the president or acting president of the school board for the district and the chief school administrator for the district employed by the school board.

Whoever submits a false claim under the Driver Education Act or makes a false record upon which a claim is based shall be fined in an amount equal to the sum falsely claimed.

Section 27-24.7 School Code to Apply. The provisions of this Act not inconsistent with the provisions of the Driver Education Act shall apply to the conduct of instruction offered by a school district under the provisions of the Driver Education Act.

Section 27-24.8 Rules and Regulations. The Superintendent may promulgate rules and regulations not inconsistent with the provisions of the Driver Education Act for the administration of the Driver Education Act.

1.05.43 Section 10-22.28 (School Safety Patrol)

School Safety Patrol. To establish and maintain a school safety patrol and with the written consent of the parents of individual pupils to appoint such pupils to participate as members thereof for the purpose of influencing and encouraging the other pupils to refrain from crossing public streets and highways at points other than at regular crossings and for the purpose of directing pupils not to cross streets and highways at times when the presence of traffic would render such crossing unsafe.

The safety patrol shall function only under the direction and control of school authorities; however, upon request of the school board other agencies may cooperate to such extent as may be agreed upon.

No liability shall attach either to the school district or any individual, trustee, board member, superintendent, pricipal, teacher or other school employee by virtue of the organization, maintenance, or operation of a school safety patrol organized, maintained and operated under authority of this section.

Nothing herein contained shall be construed to authorize or permit the use of any safety patrol member for the purpose of directing vehicular traffic.

1.05.44 Section 10-22.28a (School Crossings)

School crossings. To acquire, install, operate and maintain traffic signals relative to school crossing protection and school crossing stop signals and to employ persons for the purpose of directing traffic upon school grounds and on or along streets and highway or portions thereof within a radius of one mile from such school grounds. The above power is subject to the following:

1. It may not be exercised in any city, village or incorporated town.
2. Prior approval must be obtained from the Department of Public Works and Buildings with respect to highways for which it has maintenance jurisdiction, and any public body or official having jurisdiction over any street or highway affected.
3. All signs and signals to be erected shall conform to the Department of Public Works and the Buildings' Manual and Specifications and shall be justified by traffic warrants stated in the Manual, and all pertinent provisions of the Uniform Act Regulating Traffic on Highways, not inconsistent with the provisions of this Section, shall apply. Added by act approved May 19, 1961.

1.05.45 Section 27-17 (Safety Education)

Safety Education. School boards of public schools and all boards in charge of educational institutions supported wholly or partially by the State may provide instruction in safety education in all grades and include such instruction in the courses of study regularly taught therein.

In this section "safety education" means and includes instruction in the following:

1. Automobile safety, including traffic regulations and highway safety
2. Safety in the home
3. Safety in connection with recreational activities

4. Safety in and around school buildings
5. Safety in connection with vocational work or training.

Such boards may make suitable provisions in the schools and institutions under their jurisdiction for instruction in safety education for not less than 16 hours during each school year.

The curriculum in all state universities shall contain an elective course of instruction in safety education for teachers, comprising at least 48 fifty-minute periods or the equivalent thereof.

1.05.46 Article 29. (Transportation)

Section -

29-1. Free transportation of pupils.
29-2. Transportation of pupils less than one and one-half miles from school.
29-3. Transportation in school districts.
29-3.1 Transportation to and from school sponsored activities.
29-3.2 Transportation to and from activities of private schools.
29-3.2aTransportation to and from summer school sessions.
29-3.3 Transportation for pupils of other districts.
29-3.4 Transportation for recreations, cultural education and public service programs.
29-4. Pupils attending other than a public school.
29-5. Reimbursement by State for transportation.
29-6. Inter-district contracts for transportation.
29-7. School bus defined.
29-8.1 Safety inspection.
29-9. Liability inspection.
29-10. Other driver to stop when bus receiving or discharging children.
29-12. School bus color when no longer used for school purposes.

29-13. Equipment on school buses.
29-14. Restraining devices for handicapped children.
29-15. Sale or lease of buses to mass transit district or urban transportation district-contracts for transportation.

For complete information refer to page 176-179 of the School Code of Illinois.

2.0 DEFINITIONS

2.01 Adult Driver Education Program - a program of driver and traffic safety specifically designed to meet the needs of persons 21 years of age or older who are not regularly enrolled as students in secondary schools.

2.02 Approved Driver Education Course - is any driver education course approved by the Illinois Office of Education as meeting at least the minimum requirement of the "Driver Education Act", as now or here after amended, and other such rules and regulations promulgated by the State Superintendent of Education which are not inconsistent with provisions of the "Driver Education Act", and have been duly filed in the Office of the Secretary of State.

2.03 Block Schedule Pattern - is when all instruction of one type is completed before the next phase is started.

2.04 Classroom Instruction - is that part of the driver education course consisting of learning experiences centered in the classroom which not only utilizes effective teaching methods such as lecture, discussion, and audio-visual aids, but also makes ample use of field exercises and traffic studies.

2.05 Clock Hour - Sixty minutes.

2.06 Commercial Driver Training School - means a business enterprise conducted by an individual, firm, association, partnership or corporation for the education and training of persons, either practically or theoretically, or both, to operate or drive motor vehicles, and charging a consideration or tuition for such.

2.07 Comprehensive Driver Education Program - is a program in which courses of instruction are available to all residents of the district including beginning drivers of all ages and other drivers in need of additional instruction.

2.08 Combination Laboratory Program - is a type of program in which the multiple-car, driving simulation, and practice driving instruction are combined into one closely correlated program.

2.09 Concurrent Schedule Pattern - involves the integrating of all phases of the driver education program into a single course.

2.10 Driver Education Course - as herein used consists of all those learning experiences provided by a school or school district for the purpose of helping students learn to use motor vehicles safely and efficiently. Such driver education courses must include classroom and laboratory instruction as a unified course.

2.11 Driver Education Program For Handicapped Persons

2.11.1 Driver Education Program for Mentally Handicapped Persons - a program made up of individuals who because of retarded intellectual development as determined by individual psychological examinations, are incapable of being educated profitably and efficiently through ordinary classroom instruction but who may be expected to benefit from special educational facilities designed to make them economically useful and socially adjusted.

2.11.2 Driver Education Program for Physically Handicapped Persons - a program designed for individuals who have a physical defect of such seriousness as to interfere with or render more difficult normal progress in the regular school driver and traffic safety education program.

2.12 Driving Range - is an off-street driving facility on which a number of cars can be used simultaneously for student driving experience. The areas should include: (a) space for development of fundamental skills, (b) road surfaces wide enough for two-way and multiple-lane traffic, (c) intersections, curves, and grades, (d) lane markings and signs.

2.13 Driving Simulators - are electromechanical devices designed to represent the driver's compartment of the automobile through which student behavioral responses and manipulative procedures can be practiced and evaluated.

2.14 Driving Simulation Instruction - is a type of laboratory instruction employing several driving simulator units and programmed films to reproduce phenomena likely to occur in actual driving performance. The learners are confronted with sensory conditions similar to the actual task and monitored by the teacher.

2.15 Dual-Control Car - is a motor vehicle which has special safety and instructional equipment in addition to the regular legally prescribed equipment. Such equipment shall consist of a second foot brake positioned for use by the instructor, an outside rearview mirror on right side of vehicle, and an approved sign for automobile identification.

2.16 Practice Driving - is that part of laboratory instruction which provides learning experiences for the student as an operator when behind-the-wheel of a dual-control car in traffic on public highways under the direct supervision of a qualified driver education teacher instructing from the front seat of the automobile.

2.17 Extended School Day Program - driver education programs that are conducted after normal school day hours and/or Saturday.

2.18 Illinois Driver Education Certificate - is an official document issued by the State Superintendent of Education and signed by the authorized school official which certifies that a person under age eighteen has successfully completed an approved driver education course.

2.19 Integrated Program - is a driver education course in which the sequence and time span of the classroom and laboratory instruction are organized in such a way as to allow for maximum transfer of training.

2.20 Laboratory Instruction - is that part of the driver education course which provides students with practice drivin experiences under real or simulated conditions.

2.21 Motorcycle Safety Education Course - a structured set of learning experiences, consisting of both classroom and laboratory instruction, designed to enable motorcycle riders to become safer and more efficient highway users and acquire knowledge about the highway transportation system so that they may contribute to its improvement.

2.22 Multiple-Car Instruction - is a type of laboratory instruction which enables one teacher positioned outside multiple vehicles using electronic or oral communication to instruct and supervise several students simultaneously each of whom is operating a vehicle on an off-street driving range designed especially for such instruction.

2.23 Observation Time - refers to that time during which a student is riding in the back seat of a dual-control car observing instructions of the teacher and procedures and techniques of the driver who is practice driving.

2.24 Out of School Youth Program - is a program designed for students who are at least 15 but have not reached 21 years of age desirous of taking the complete driver education course at the high school district of his residence and who is not enrolled in other areas of the school curriculum.

2.25 Summer School Program - is a program which is taught during the summer months in addition to the regular school year driver education program.

2.26 Supervisor - the professional person responsible for the promotion, development, maintenance, and improvement of instruction in a given field.

2.27 Supervisor of Driver and Traffic Safety Education - a qualified professional school officer charged with the responsibility for the supervision and improvement of instruction and instructional materials within the driver and traffic safety education field.

3.0 PERSONNEL REQUIREMENTS AND RESPONSIBILITIES

3.01 Administrator Responsibilities

The development of an effective driver and traffic safety education program is basically dependent on proper administration. The school administrator must assume full responsibility for the proper organization and administration of this program along with his/her other major administrative tasks. Specifically, the responsibilities toward the conduct of the driver and traffic safety education program according to Aaron and Strasser lie in the areas of:[1]

3.01.1 Determination of Administrative Policy

Written, clearly delineated and approved policies aid in the development and progress of the driver education program. By having these written, board of education approved policies, the following regarding the organization, administration, instruction and supervision aspects of the program are achieved:

1. Responsibility for program supervision and instruction is defined
2. Definite responsibility is assigned for the determination of budget allocations
3. Assignment of teachers is expedited
4. A framework is established whereby the program can be developed in an orderly and intelligent manner
5. Efficiency in program development emerges
6. The objectives of the driver and traffic safety education program are more nearly achieved to the degree desired.

Without predetermined policies most decisions would be based upon the expediency measures rather than intelligent policy decisions.

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[1] James E. Aaron and Marland K. Strasser, "Driver and Traffic Safety Education." (New York: The Macmillan Company, 1966), pp. 101-107.

3.01.2 Approval of Budget Allocations

Adequate funds for the driver education program should be provided for the program by using the basic formula applied in determining budget needs of all school programs. After these funds are obtained a specific budget should be developed and approved and a fiscal officer should be designated in order that the budget funds be allocated and expended in a systematic and approved fashion. The major means of obtaining funds to support the driver and traffic safety education program is through reimbursement. (refer to 5.0)

3.01.3 Selection and Placement of Teachers

This is a major responsibility of the school administration. The following guidelines should be followed in the selection of a driver education teacher:[2]

1. Operates a motor vehicle in the legal, responsible, safe and efficient manner approved by society in general
2. Exhibits, as a pedestrian or as a passenger in a motor vehicle, a feeling of responsibility and a knowledge about the basic principles that apply to the conservation of human and material resources
3. Understands and actively supports each of the multiple components of a broad program needed to reduce traffic accidents
4. Possesses skill in manipulating vehicle controls and safety devices
5. Equips and maintains his/her motor vehicle in a safe operating condition
6. Accurately perceives and interprets key segments of any given traffic situation
7. Makes accurate judgments and correct decisions regarding space-time relationships, based on:

    a. precise interpretation of the traffic situation
    b. understanding of laws and safe practices
    c. knowing the limitations and capabilities of the motor vehicle, and

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[2] National Commission on Safety Education, "Policies and Practices for Driver and Traffic Safety Education." (Washington, D.C.: National Education Association, 1964), pp. 11-12.

d. comprehending physical and mental limitations of drivers

8. Performs well under a wide variety of conditions, such as driving in congested areas, using rural and limited-access roadways, operating a vehicle under such adverse conditions as in rain, snow, and fog.

3.01.4 Determination of Curricular Offerings

The organization and development of the driver education curriculum should be jointly devised by the school administrator, driver education supervisor and driver education teachers. In their development the following should be taken into consideration:

1. Legislative requirements
2. Number of students to be accommodated in the program
3. The budget approved for the development of the program
4. The size of the school district
5. Study of teacher availability

3.01.5 Improvement of Instruction

Instruction should be given priority in the organization and planning of the driver education program. The administrator should give attention to several major functions if quality instruction is to result.

1. The teacher of driver education should be given a teaching load comparable to the load required of teachers of other subjects.
2. The goal of every school district should be to accommodate 100 percent of the eligible students in driver education.
3. A comprehensive and efficient record and reporting system should be organized and implemented by the teacher of driver education.
4. Each student enrolled in the laboratory phase of the program must have a valid instruction permit.

3.01.6 Assignment of Responsibility for the Driver Education Program

Assignment of responsibilities for the driver education program by the administrator will help eliminate the confusion and utilize the available personnel to their greatest efficiency.

3.01.7 Scheduling

Providing an adequate schedule for the driver education program is basically the responsibility of the school administrator. It is believed that the most effective way of teaching driver education is by scheduling it as a separate course. However, it is possible to schedule a course using the methods of integration and correlation.

3.02 Driver and Traffic Safety Education Supervisor Certification Requirements

Personnel responsible for the supervision of driver education should meet the following minimum requirements:

1. Possess a Master's degree in education, with an emphasis in driver education
2. Have a minimum of four years of teaching experience in driver and traffic safety education
3. Possess a reputable personal driving record
4. Possess administrative talent capable of developing and implementing an instructional program
5. Possess ability to evaluate student performance, instructor performance and effectiveness of the instructor program
6. Be professionally associated with the American Driver and Traffic Safety Education Association and the Illinois High School and College Driver Education Association
7. Possess personality qualities that are conductive in maintaining a good working relationship with teachers and community alike.

3.03 Responsibilities of the Driver and Traffic Safety Education Supervisor

A primary objective of the supervisory process is the establishment and maintenance of a wholesome, fertile learning environment. This environment needs to be studied carefully to determine what constitutes an optimum learning situation in each school system. The supervisor renders a variety of services striving to attain that objective. These supervisory services can be summarized into four major categories.

1. Improving teaching methods and techniques.
2. Providing leadership services.
3. Providing for in-service growth
4. Fostering good human relationships.[3]

Under each major category specific duties can be interjected pertaining directly to the driver and traffic safety education supervisor.

3.03.1 Improving Teaching Methods and Techniques

1. Make teachers aware of resource materials, pamphlets, films, new textbooks, etc. in the driver education area.
2. Develop a driver education resource library.
3. Evaluate new materials available and place an evaluation sheet on the back of these materials, allowing each individual teacher an opportunity to evaluate them.
4. Evaluate each driver education teacher in a teaching situation at least twice annually, and make suggestions as to how they can improve their instruction.
5. Evaluate each teacher's abilities and educational background to best utilize their talents in your specific instructional objectives.
6. Develop a uniform grading system.
7. Develop goals and specific instructional objectives that the driver education program can be built upon.

3.03.2 Providing Leadership Services

1. Assist the school administration in the formation of general policies and practices for driver education.
2. Assist with scheduling and enrollment of students.
3. Propose the annual budget and assist with cost accounting.
4. Be responsible for review and correction of all related driver education records on a sequential basis, i.e., bi-weekly, weekly, monthly.

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[3] Robert R. Leeper and Fred T. Wilhelms, Supervision: Emerging Profession, "The Supervisor at Work." Association for Supervision and Curriculum Development, NEA, copyright, 1969, pp. 88-89.

5. Make sure equipment is maintained and requisition new equipment when necessary.
6. Insure that the driver education vehicles are limited to driver education activities only.

3.03.3 Providing for In-service Growth

1. Provide in-service workshop for the driver education teacher to inform them of the department and school policy.
2. Attend regional, state, and national driver and traffic safety education conferences and workshops.
3. Encourage your staff to seek further course work in driver education field.

3.03.4 Fostering Good Human Relationships

1. Work as a liaison between the administration and the driver education staff.
2. Have frequent department meetings to maintain maximum communication with your staff.
3. Establish good working relationships with other local and state agencies who have traffic safety responsibilities.
4. Build good public relations regarding your driver and traffic safety education program within the community.

3.04 Driver and Traffic Safety Education Instructor Certification Requirements

All persons who teach a driver education course which is reimbursable or nonreimbursable must be qualified according to the minimum standards.

1. Must be a certified teacher (the appropriate teaching certificate for the secondary level.)
2. Must hold a valid driver license.
3. Must possess good physical, mental, and emotional health.
4. The fully qualified instructor is required to have sixteen (16) semester hour college credit in the field of safety/driver education as follows:
    a. five (5) semester hours in driver education
    b. three (3) semester hours in general safety
    c. eight (8) semester hours in subjects chosen from the following related areas:

    (1) additional safety courses
    (2) advanced psychology and sociology
    (3) health education
    (4) instructional materials

d. teachers assigned to either simulation or multiple-car programs must have preparation in the use of these methods which shall consist of a minimum of one semester hour or its equivalent in each area.

By July 1, 1975 all driver education teachers must have attained the proper certification as specified above. No first-time temporary approvals will be granted after this date.

3.05 Responsibilities of the Driver and Traffic Safety Education Instructor [4]

1. Should be present and in control of all vehicle operations and exercise prudent and responsible care in all operations of the classroom and laboratory activities.
2. Provide the student with practice driving in as many different driving environments as possible. This includes supervised driving experience during adverse weather, night driving, etc. Caution should be exercised and consideration given to the student abilities, adverse weather or road conditions, and time requirements.
3. Should make certain that seat belts and upper torso restraining devices are used.
4. Should be well acquainted with procedures to be followed in the event of an injury to the pupil and/or damage to the driver education vehicle.
5. Has the responsibility during behind-the-wheel instruction to see that no driving violations are permitted and that the vehicle is in safe operating condition.
6. No fewer than two nor more than four pupils should be allowed in the vehicle during practice driving instruction.
7. Responsible for the implementation and maintenance of all forms and records used in driver education on each individual student he instructs.
8. Should aid in the development of an effective public relations program.

3.06 Student Requirements

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[4] State of Maryland, "Administrative Guide for Driver Education." Department of Education, Baltimore, Maryland, 1971, p.10.

1. Must be a resident or non-resident pupil attending a non-public or public school in the district wherein a course is offered.
2. Must hold a currently valid instruction permit during the term of the course.
3. Must be at least 15 but has not reached 21 years of age.
4. Possess a social security card before enrolling in driver education.
5. Complete at least 30 hours of classroom instruction and 6 hours of laboratory instruction before passing the driver education course.

3.07 Student Responsibilities

1. No student may start a driver education vehicle unless the teacher is present and has been told to do so.
2. Check the scheduling lists for classroom and laboratory assignments and be prompt in meeting their time frame.
3. Check with instructor for make-up assignments and laboratory time when absent.
4. All personal information given by the student must be correct.

4.0 ADMINISTRATION AND PROCEDURES

4.01 Budget

Providing adequate funds for the driver education program is one of the major responsibilities of the local board of education. The reimbursement program is used to finance the driver education program. The intent of this program is to serve as an incentive to the local school districts toward the organization of quality driver and traffic safety education programs. The objective of this program is to repay the school district a specific portion of the cost of instruction. Therefore, the school invests relatively little of its local monies in the conduct of the driver education program.[5] The driver education supervisor should familiarize himself with the reimbursement program so he can gain the maximum monitary aid for his program.

Specific items to consider when developing a budget are as follows:

1. Teachers salaries
2. New equipment and additional construction
    a. addition to range facility
    b. simulation facility
    c. garage facilities for vehicles
    d. movable chalkboard
    e. portable magnetic board
    f. psychophysical testing equipment
3. Maintenance costs
    a. service contracts for simulation facilities and driver education vehicles
    b. service repairs to classroom and range facilities
    c. janitorial services

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[5] James E. Aaron and Marland K. Strasser. "Driver and Traffic Safety Education." (New York: The Macmillan Company, 1966.), pp. 102-103.

4. Operating costs

    a. gasoline and oil
    b. driver education identification signs
    c. paint - repainting range facility

5. Instructional materials

    a. films, filmstrips, other audio-visual materials
    b. pamphlets
    c. textbooks
    d. paper for reproduction of materials

6. Insurance costs

    a. public liability
    b. deductible collision
    c. comprehensive - fire, theft, tornado
    d. medical
    e. uninsured motorists

7. In-service education

    a. regional workshops
    b. State IHSCDEA Convention
    c. National Safety Congress
    d. ADTSEA Convention

8. Public Relations costs

    a. dealer recognition
    b. correspondence with driver education students' parents

4.02 Accident Report System

An efficient accident record system is a fundamental component of any effective accident prevention program. The supervisor should instruct his staff concerning the specific procedures to take if an accident does occur. These procedures should include:

1. Procedures to follow at the accident scene
2. Procedures for handling the injured victims
3. Procedures for filling out required accident report forms for both school records and insurance purposes
4. Procedures for making vehicle repairs.

Not only should the instructor be informed, but the driver education students also, regarding procedures to follow at an accident scene. (Sample Accident Report Form, Appendix L)

4.03 Insurance

Each practice driving vehicle (including motorcycles), should be covered by an amount of insurance that meets or exceeds minimum requirements of local and state financial responsibility statutes. The American Automobile Association suggests this coverage should include, but not be limited to:

1. Public liability 100/300/10 thousand dollars
2. Deductible collision - 100 dollars deductible
3. Comprehensive - fire, theft and tornado
4. Medical
5. Uninsured motorists

As a routine but important procedure, parents of students enrolled in driver education should be informed of school provided coverage and should be reminded that they should be sure that their children are covered under family car policy. Parents who do not own or operate a vehicle covered by insurance may wish to obtain bodily injury and property damage insurance so that adequate financial protection is afforded for students of driver education.

Special care should be taken to assure that the school and all persons or groups who could be held liable are covered by the school insurance policies. Such individuals and groups may include driver education teachers, the owner or owners of the practice vehicles, the school board, the administrative staff and the student driver.

To insure proper liability protection, the school administrator along with the driver education supervisor should seek legal advice prior to contracting this insurance.[6]

The supervisor should also encourage each member of his driver and traffic safety education staff to carefully evaluate the extent of personal liability that might arise within the framework of his teaching and extracurricular responsibilities, and then take the necessary steps to obtain adequate insurance protection. These steps may include:[7]

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[6] National Conference on Safety Education. "Policies and Guidelines for Driver and Traffic Safety Education", American Driver and Traffic Safety Education Association, 1974, p. 26.

1. Purchasing a liability policy from a professional organization on a group coverage basis. The cost for this protection is usually nominal.
2. Obtaining the needed liability protection through an existing homeowner or automobile insurance policy. Homeowner policies generally contain liability protection for accidents that occur on the policy holder's property, however this coverage can be extended to cover protection for the driver education instructor engaged in laboratory instruction.
3. The purchase of a simple personal liability policy from an insurance agent or broker.

To protect against possible negligence suits district policies and regulations should insure that:[8]

1. Regularly certificated teachers directly supervise student learning experiences in properly designed, maintained, and equipped practice driving cars.
2. Practice driving vehicles are used exclusively for instruction of students.
3. Teachers are cognizant of the current school health records of each student with appropriate attention to any needed compensating or corrective devices.
4. Collision reporting procedures are followed which may require immediate reporting of incidents to the administrative office and to appropriate governmental agencies.
5. A maintenance record is kept of all equipment repairs including requests by teachers for repairs, upkeep, or additional equipment and the action taken.

4.04 Availability of the Course

Both article 27-24 through 27-24.8 of the School Code of Illinois are consistent in that under both sections a public school district offering courses in grades nine through twelve must provide the driver education course for any legal resident of the district between the ages of fifteen and twenty-one years who requests the course.

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[7] Marland K. Strasser, et al., Fundamentals of Safety Education. (New York: The Macmillan Company, 1973), pp. 261-262.

[8] National Conference on Safety Education. "Policies and Guidelines for Driver and Traffic Safety Education", (American Driver and Traffic Safety Education Association, 1974), p. 26.

In meeting the demands for driver education, school districts should assess their needs in terms of making the course of instruction available for all students as they become eligible. Legislation, effective January 1, 1969, requires that any student under 18 years of age must successfully complete an approved driver education course before he is eligible to apply for an Illinois Operators License. This legislation, commonly called the "18 year old law" obligates schools to provide an equitable program for all students.

To assure students of the availability of driver education, schools shall provide students of the district with information relative to the times of registration, method of selection, parental consent, or other qualifications deemed necessary for admission to the program. The oldest student should be given first priority, unless, circumstances based on need warrant prior consideration.

All students should have an equal opportunity to receive both the classroom and laboratory instruction in driver education during the semester or period of time when they have reached legal driving age or are closely approaching it. The peak of learning interest for most young persons occurs during this period. It is recommended that public school administrators work with leaders of independent, parochial, and private schools to develop a program of driver education that will be readily available to all youth.

4.04.1 Public high school districts must provide the approved driver education course for all eligible students of the district who attend an independent, parochial, or private school that does not offer the course.

4.04.2 Independent, parochial, or private schools may offer an approved driver education course at their own expense. The course must be complete to meet the requirements for certification of students.

4.04.3 Public high school districts must provide the driver education course for all eligible Illinois students, regardless of the district of their residence, who attend an independent, parochial, or private school which is located within that school district's boundaries when application is made by the administrators of the independent, parochial, or private school. By April 1, the nonpublic school shall notify the district offering the course of the names and district numbers of the nonresident students desiring to take such course the next school year. The district offering such course shall notify the district of residence of those students affected by April 15.

4.04.4 A student may elect to enroll in an approved driver education course at a commercial school at his expense.

4.04.5 School districts are obligated to make the driver education course available within the reasonable length of time after a request has been filed. (reasonable length of time is based on student's individual needs and the school district's ability to meet the student's needs.)

4.05 When to Offer the Course

Any high school district offering an approved driver education course must offer the course during the school year and may offer the course at other times. Since driver education is typically made available to students as they approach or reach legal driving age schools must consider the varied particular school.

In some schools the number of students may restrict the offering of the course in one particular semester. However, regardless of the available students the complete driver education course shall be offered. The practice of offering all of the classroom instruction the first grading period and scheduling laboratory instruction the remaining school year is not consistent with the philosophy of the one course concept, nor does it provide the maximum degree of private transfer of learning.

Some schools, because of the demand for the course, may find it necessary to schedule driver education outside of the regular school day. The extended school day, Saturdays, and summertime should be considered as supplementary to the regular program and should be available for those students who have scheduling conflicts or reach licensing age during summer months. These times are also often needed to reach out-of-school youth and those from parochial or private schools who could not participate in the regular school year program because of scheduling conflicts.

Schools with a large enrollment are encouraged to provide driver education on a year-round basis. Anyone reaching the age of eligibility will then have the opportunity to elect the program at a time best suited to his need.

4.05.1 The driver education course may not be offered only during the summer months or extended school day.

4.05.2 Enrollment in a driver education course must be closed at the inception of the course. Another course may be started when enrollment warrants.

4.06 Program Organization

Approved driver education courses must be organized according to the standards established by the Illinois Office of Education. The most effective programs of instruction are organized and administered in accordance with accepted principles of learning under the guidance of qualified teachers. The sequence and time span for structuring the various learning experiences are important if effective learning is to take place. Other factors which affect program organization in driver education are the length of instructional periods, type of laboratory methods, and number of eligible students, and the availability of teachers. Each school has its own particular problems and must search for the most desirable solution for structuring a program which is both educationally sound and economically feasible. General concepts relating to the organization of the program are as follows:

1. Any student who is enrolled in a driver education course should receive classroom and laboratory instruction at the same school or public school district.
2. Laboratory instruction shall not begin until the student has started his classroom instruction.
3. In no case may the length of the instruction period be greater than 90 minutes for either classroom or laboratory instruction, or each individual's instruction time for laboratory exceeds 30 minutes per session.
4. The length of class periods should be comparable to other subject areas and in keeping with the principle of distribution practice.
5. Both the classroom and laboratory instruction must each be scheduled regularly throughout a period of not less than six complete weeks (four weeks allowed in summer programs or for commercial schools).

4.06.1 Classroom Phase

A classroom instructional program which consists of 45 clock-hours instruction is compatible with the program of instruction recommended by the Illinois Office of Education. Often typical driver education courses include only thirty hours of classroom instruction. This is considered a minimum standard. One of the purposes of the reimbursement program in Illinois (Driver Education Act) is to enable and encourage more schools to surpass this standard.

The maximum number of students shall not exceed thirty per class for classroom instruction, except when mass-teaching methods are employed in the school curriculum.

4.06.2 Practice Driving Phase

Prior to engaging in practice driving each student shall have a valid instruction permit. There shall be a minimum of six clock-hours of practice driving instruction or its equivalent of laboratory instruction provided each student by the certified instructor. Not less than two, nor more than four students are to be in the car with an instructor when instruction is taking place under traffic conditions.

A labortory instructional program which consists of eight clock-hours of instruction is more compatible with the program of instruction recommended by the Illinois Office of Education.

The amount of time for practice driving is usually quite limited, especially when the multiple-car or simulation methods are used. Therefore, careful lesson planning and route selection are extremely important. It is also important not to waste useful observation time. It should be utilized as a learning experience by motivating students in the car to observe such things as traffic controls, road conditions, incorrect driving procedures, and instructor directions in relation to the highway transportation system.

4.06.3 Multiple-Car Phase

A ration of two hours of multiple-car instruction may be provided in lieu of one hour of practice driving in a dual-control car. The number of hours allowable will depend on the adequacy of the driving range facility and will be determined on an individual basis by the State Superintendent of Education. A minimum of two hours must be in a dual-control car under traffic conditions.

The multiple-car method can be used to achieve a number of objectives in driver education if it is used by a competent and imaginative teacher on a well-designed and equipped driving range. This multiple-car experience, when a realistic traffic mix is produced by an adequate number of cars, provides students with opportunities to make their own decisions based on guided learning activities. Students often come better prepared for the scheduled learning sessions, form sound decision-making habits, and develop self-reliance, confidence, and performmance ability at a faster rate than in the dual controlled car plan. The multiple-car plan also permits teachers to evaluate the level of motor skills achieved by students in order to provide special attention to individual needs and to determine when students are ready to drive under actual traffic conditions.

The advantages cited are concerned with quality instruction, but the per student cost advantage for this type of laboratory instruction should not be overlooked. In the practice driving mode, the teacher pupil ratio is one to one; on the multiple-car range, one teacher can work effectively with 12 or more behind-the-wheel students.[9]

The supervisor should aid his staff in developing efficient techniques to use on the multiple-car facility. The following techniques have been suggested by experienced teachers:

1. Use simple, direct commands based on key words.
2. Use a postive commanding method of giving directions and instructions.
3. Avoid double-meaning terminology and selection of words that convey meaning for all types of cars used.

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[9] Ibid., pp. 20-21.

4. Preface commands with "all cars" or "car No. 2" depending on whose attention is desired.
5. Limit guidance, direction to essentials thereby developing greater self-reliance on the part of student.
6. Know facility's potential "trouble spots" (e.g., a tight turning space, a stretch of roadway where sun-blinding is possible, etc.)
7. Alert students with defensive driving tips precautionary suggestions, etc.
8. Use special arrangements for those few students unable to safely perform and profit from multiple-car method instruction.
9. Make a soundly conceived "Emergency plan" and a calm, competent manner of executing it should the need ever arise.

4.06.4 Simulation Phase

A ratio of four hours of driving simulation instruction may be provided in lieu of one hour of practice driving with twelve hours of driving simulation for a maximum of three clock-hours. Driving simulation and practice driving must be concurrent or consecutive.

This programmed, group instructional system which requires student reaction with filmed driving situations. Through the interaction of students with the system components and teacher actions, the students can receive training in most of the behavioral performances required by the driving task.

4.06.5 Three Phase Laboratory Instruction

Considering a minimum of six clock-hours of practice driving or its equivalent is required for reimbursement, using a combination of laboratory instruction methods allows a margin of flexibility in the driver education program. It is necessary that each driver education supervisor evaluate these methods thoroughly and determine which one/s is feasible to use in their specific situation. Each laboratory phase has its advantages and disadvantages which should be taken into consideration. The following list provides the supervisor with some insight into each of the three laboratory phases:

1. Practice Driving Phase[10]

Advantages:

a. provides real traffic experience
b. provides direct instruction under the supervision of a qualified instructor
c. provides immediate application of lesson to the driving scene
d. provides for planned logical learning sequences
e. provides for observation time that enhances the total laboratory learning process.

Disadvantages:

a. student-teacher ratio comparatively low
b. financial consideration when accommodating over 300 students per year
c. temptation to do nothing but drive in a restricted area
d. difficulty in locating satisfactory driving areas in large metropolitan cities
e. difficulty in guiding individual students based on personal needs.

2. Multiple-Car Phase

Advantages:

a. provides a low risk driving experience
b. provides a favorable teacher-student ratio
c. provides acceptable instructional approach at reduced cost to the school
d. provides for control of teacher-learning environment
e. helps student develop a sense of responsibility
f. helps student develop confidence in his ability to perform
g. helps student develop basic operational skills
h. helps student develop perceptual habits
i. permits teacher to recognize and teach toward individual differences.

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[10] James E. Aaron and Marland K. Strasser. Driving Task Instruction-Dual Control, Simulation, and Multiple-Car. (New York: Macmillan Company, 1974), pp. 51, 153-154, 248-249.

j. provides flexibility, allowing for a wide variety of learning situations.

Disadvantages:

a. initial cost of construction may be prohibitive
b. site may of necessity be some distance from the school, thus taking commuting time from instructional time
c. high speed (above 25 mph) driving experience is limited
d. teacher is exposed to inclement weather
e. in winter, snow removal may be a problem
f. teacher may tend to stay in shelter area rather than on the range where instruction should take place
g. it might become an attractive nuisance unless security of facility is provided
h. acquisition of ample number of free-loan vehicles may be a problem.

3. Simulation Phase

Advantages:

a. allows the school to schedule a greater number of students simultaneously
b. reduces the per capita cost of instruction
c. enables the teacher to instruct in emergency techniques
d. enhances the development of driver attitudes
e. develops visual and perceptual skills
f. allows the student to practice-drive in all types of traffic environments.

Disadvantages:

a. initial costs are sometime prohibitive
b. the instructor may become nothing more than a projection operation if he does not use the system properly
c. lack of creativeness on the part of the instructor to use and interject other teaching methods which would enhance learning in the simulation system
d. tendency to over-emphasize skill development as opposed to the primary objective of simulator system use, that is, development of visual and perceptual skills.

e. lack of continued use of system when minor maintenance problems arise.

4.06.6 Summer School Program

A summer school program must be operated on the same basis as the regular school program. All standards must be met relating to organization, personnel, program of studies and school plan, with the following exception: a summer school program may be scheduled for a minimum period of four weeks. A minimum of six complete weeks is required during the regular school year. Some specific regulations regarding this program are as follows:

1. The summer program should be considered as supplementary to the regular program and should be available for those students who have scheduling conflicts or reach licensing age during the summer months
2. In no case may the length of the instruction period be greater than 90 minutes for either classroom or laboratory instruction, or each individual's instruction time for laboratory exceed 30 minutes per session
3. It is recommended that teachers be scheduled for not more than three consecutive periods in the car
4. Five one-hour periods of instruction in any one day should be considered the maximum teaching load
5. All reports and records required for a regular school program are also required for a summer school session.

4.06.7 Out-of-School Youth Program

This program is designed so an individual student may elect to request the complete driver education course at the high school district of his residence and need not be enrolled in other areas of the school curriculum. The student must be between the ages of fifteen and twenty-one years of age. Upon request, the school districts are obligated to make the driver education course available within a reasonable length of time after a request has been filed. (Reasonable length of time is based on student's individual needs and the school district's ability to meet the student's needs.)

These students must also meet all state driver education requirements.

4.06.8 Scheduling

There is no one driver education schedule and program articulation plan that will fit all schools. Since there is a variety of facilities, equipment, staff, and length of instructional periods each school must develop a schedule to meet their individual needs. However, there are some principles, suggestions, and recommendations that can be used in the development of this task.

Generally, scheduling the driver education course as a separate subject is believed to be the most effective way. However, it is possible to schedule a course using the methods of integration and correlation. If the course is taught within another class subject, the content and quality of instruction must not be impaired and an adequate allotment of time must be scheduled to meet state reimbursement requirements.

Teachers experienced in the traditional classroom and on-street instructional programs are fully aware of the essential importance of properly integrating these two elements into a meaningful total program. When a program is expanded to include simulation and/or multiple-car instruction, the need for close coordination and integration of instruction remains every bit as essential, while the challenge of meeting this need becomes more difficult. Careful instructional planning, competent administration and supervision and periodic and systematic evaluation are needed to assure a high-quality instructional program. Certainly factors concerning scheduling will have to be considered. Such factors are:[11]

1. simulators and placement	12 - 16 - 20
2. multiple-car facility	appropriate size
3. teachers	number required
4. students	number to be instructed
5. class schedule	minutes per period
6. course schedule	6-wks., 12-wks., semester
7. classroom facilities	students per classroom

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[11] Ibid., p. 370.

8.	practice-driving vehicles	number required
9.	course requirements	required period of instruction
10.	instructional year	6 six-week periods are available in each academic school year.

4.06.81 Schedule Patterns

Various plans used for scheduling laboratory instruction. Three of these plans to be discussed are concurrent, block and combination. Each schools' administrator and driver education staff has to decide on the best plan for their particular situation.

1. Concurrent scheduling involves the integrating of all phases of the driver education program into a single course. Students flow from one phase to another on a day to day basis in order for instruction to have maximum effectiveness. The student may be in the classroom one day, in the simulator phase the next, and practice driving the following day. If a multiple-car facility is available it also would be a part of the concurrent schedule.
2. Block scheduling involves all instruction of one type being completed before the next phase is started. For example, the simulator or multiple-car phase will have been finished before practice driving is begun. This is a convenient way to schedule driver education but certainly not the best plan for reaching course objectives.
3. Combination scheduling is the organization of a schedule with a combination of block scheduling in certain phases and concurrent scheduling in the remaining phases. This could have classroom instruction being offered during a certain number of weeks, then starting the simulator and practice driving programs. Other combinations are possible also.[12]

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[12] Ibid., pp. 370-371.

4.06.82 Scheduling Aids

In the scheduling of laboratory instruction the availability of teachers is of prime importance. Some approach is needed to help determine how many teachers are needed to man a certain type of schedule. The following two formulas can be used to ascertain teacher needs.

One of the formulas and the factors considered in its application are:

1. __school days per year
2. __teaching periods per day per instructor
3. __minutes per class period
4. Three students per dual-control car per period
5. __students eligible for driver training per year
6. Dual-control requirements:

   minimum 6 hours (# periods according to minutes per class period) per student practice driving instruction

From the above the following formula is derived:

$$\frac{\dfrac{\text{No. teaching periods}}{\text{day}} \text{ X } \dfrac{\text{No. days}}{\text{year}} \text{ X } \dfrac{\text{No. Students}}{\text{period}}}{\dfrac{\text{No. of periods required}}{\text{student}}} = \text{No. students}$$

The application of another formula suggested by Bishop, includes the consideration of these factors:

Instructor hours for the traditional 6 hours on-street is determined by the formula:

$I = ST$ I = Instructor hours
S = Number of students
T = Time for each student practice driving

Question: How many instructor hours are required to give 120 students each 6 hours of practice driving experience?

$$I = ST$$
$$I = 120 \times 6 = 720 \text{ hours}$$

Instructor hours for the multiple-car driving range and the simulator program is determined by the formula:

$$I = \frac{ST}{U}$$

I = Instructor hours
S = Students
T = Time for each student behind-the-wheel
U = Number of cars on the range, or the number of simulator units

Therefore, the following formula will determine instructor hours required to give 120 students 12 hours of simulation, 8 hours on the multiple-car driving range, and 2 hours practice driving instruction.

$$I = \frac{ST}{U}\text{ (simulator) } + \frac{ST}{U}\text{ (Range + (On-Street)}$$

$$I = \frac{120 \times 12}{12 \text{ (simulator units)}} + \frac{120 \times 8}{8 \text{ (cars)}} + \underline{120 \times 2}$$

$$I = 120 + 120 + 240$$

$$I = 480 \text{ hours}$$

Persons in charge of scheduling may have their own methods of achieving their conclusions but the above are more or less standard approaches to solving the question of teacher needs.[13]

A second scheduling device supervisors can use to assist them in meeting minimum time requirement for classroom and practice driver instruction are equivalent time charts.

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[13] Ibid., pp. 372-374.

To assure a minimum of 30 hours per student in classroom instruction:

minutes per class period	minimum number of sessions required
40	45
45	40
50	36
55	33
60	30

To assure a minimum of 6 clock hours per student in practice driving instruction:

	Minimum no. of sessions required		
minutes per class period	2 pupils in car	3 pupils in car	4 pupils in car
40	18	27	36
45	16	24	32
50	15	22	29
55	14	20	27
60	12	18	24

A third scheduling aid is the program equivalent chart. Students enrolled in driver education program shall receive a minimum of 30 hours of classroom and six hours of practice driving or its equivalent. Keeping in mind that two hours of multiple-car instruction is equivalent to one hour of practice driving instruction, the following chart can be constructed with minimum requirements mentioned.

classroom	simulation	multiple-car	practice driving
30 hrs.			6 hrs.
30 hrs.	12 hrs.		3 hrs.
30 hrs.		6 hrs.	3 hrs.
30 hrs.		8 hrs.	2 hrs.
30 hrs.	8 hrs.	4 hrs.	2 hrs.

The supervisor should also note in those cars where a combination of multiple-car and simulation are used, a minimum of two hours of actual practice driving shall be required.

4.06.83 Sample Schedules (See Appendix B)

4.06.9 Procurement of Vehicles

There are several methods each school district can use to obtain driver education vehicles for the laboratory phase of their program. The driver education supervisor should be the primary individual to handle the vehicle procurement task. Each school district and driver education supervisor should review these methods and select the one most suitable for their specific situation.

4.06.91 Purchase

Purchase of the driver education vehicle by the local unit is the most satisfactory approach. This allows the greatest freedom of selection of the type of vehicle desired and the greatest control over its use. However, it does create for the school, the added responsibility of maintenance. When cars are owned by the school system, they should be purchased by competitive bidding based on clearly written specifications. When they are taken out of service, they should be deducted from driver education expenses.[14]

4.06.92 Loan

Through the cooperation of local new car dealers, schools may obtain cars for driver education purposes on a free-loan basis. These vehicles demand the least expenditure of budgeted money from capital outlay and have the advantage of being relatively new. Each of the cooperating dealers receive a $250 to $500 rebate from the manufacturer for each vehicle loaned to a school for driver education purposes. This rebate is to cover any dealer losses that might be incurred through the loan arrangement.[15]

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[14] State of Maryland. Administrative Guide for Driver Education. Baltimore: Maryland State Department of Education, 1971, p. 16.

[15] Auto Dealers Traffic Safety Council, Driver Education Cars - A Program Guide for Schools and New Car Dealers. (Washington, D.C.: Highway Users Federation for Safety and Mobility), 1972.

The Motor Vehicle Manufacturers Association of the U.S. is the coordinator of this program for the automobile manufacturers.

The American Automobile Association has a plan similar to the plan above, whereby the Association works with the particular school in the procurement of driver education vehicles on a loan basis from the local dealer. The basic difference is that the AAA does more of the contact work and basic arrangements through the dealer to the manufacturer in the assignment of the driver education vehicle. The dealer rebate is a part of this arrangement also.[16] A sample copy of the American Automobile Association's Agreement for the Loan of a Driver Education Car is located in Appendix H.

If the loan method results in the vehicle(s) not being available enough of the time to allow maximum use of the instructors, because of late delivery, early call-back, or sideline of vehicle(s) due to mechanical problems, some other method of securing vehicles should be considered.[17]

4.06.93 Rental or Lease

The school district may find that it is available to procure a car on a rental basis through a local dealer. Generally, the school district pays a flat monthly rental fee for the use of the car. All the expenses are taken care of by the dealer in the rental price. Through a leasing arrangement, the school may obtain a car for an agreed time, paying a mutually agreed amount.[18]

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[16] James E. Aaron and Marland K. Strasser. Driving Task Instruction-Dual-Control, Simulation, and Multiple-Car. (New York: Macmillan, Company, 1974), p. 145.

[17] State of Maryland. Administrative Guide for Driver Education. Baltimore: Maryland State Department of Education, 1971, p. 16.

[18] James E. Aaron and Marland K. Strasser. Driving Task Instruction-Dual Control, Simulation, and Multiple-Car. (New York: Macmillan Company, 1974), p. 146.

4.06.10 Minimum Facilities and Equipment

4.06.101 Driver Education Automobiles

1. Dual controls
    a. brake-bar type, hydraulic, or cable
    b. clutch (if manual-shift car is used)
    c. accelerator
2. Seat belts-front and rear, shoulder restraint
3. Two side rearview mirrors
4. Two inside rearview mirrors (one for student, one for instructor)
5. Small portable fire extinguisher
6. First aid kit
7. Two or more cushions-for drivers of small stature
8. Pedal extensions - for short students
9. Toggle switch - for turning engine off
10. Tire-changing equipment
11. Stanchions - for skill exercises
12. Cones
13. Small portable magnetic chalkboard
14. Driver education plates

The Illinois Vehicle Code section 3-617 states a high school operating passenger cars for a high school driver training program, may operate or move the same upon the highway without registering each such passenger car upon the condition that each such passenger car display thereon, in the manner prescribed by Section 3-413, special plates issued to the high schools under the provisions of Section 3-808.

Such special plates may be issued only to a public high school or a high school operated by a religious institution, and may be used only on passenger cars used exclusively in a high school driver training program approved by the State Superintendent of Education.

A. Types of Plates:

1. M (Municipal) Registration Plate
    a. Illinois Vehicle Code, Section 3-808 states that $5.00 per annum shall be paid for each vehicle plates

b. use of the M-plate for other than driver education purposes must be agreed upon by the school and/or car dealer depending on if the car was purchased or loaned

c. to transfer this plate from one vehicle to another you must apply for a transfer through the Secretary of State's office. There is a $2 fee charged for this purpose

d. this plate does not identify the vehicle specifically as a driver education vehicle nor does it identify the school the car is associated with

e. it is recommended that a copy of the dealer contract agreement and serial number of the vehicle each plate is associated with, should be kept on file in the school office

f. any vehicle registered under Section 3-808, Illinois Vehicle Code used or operated for purposes other than those presecribed in this section shall be subject to revocation.

2. Special Driver Education (Floater) Plate

   a. a $5 per annum fee shall be paid for each vehicle's plates and it is not reduced if an application is received after midyear

   b. the plate will be limited to passenger cars operated exclusively in high school driver training programs approved by the Illinois Office of Education. Improper use will result in suspension of the plates.

   c. the plates may be transferred from one vehicle to another without applying for a transfer from the Secretary of State's office

d. the plate number will correspond to the IOE school code number. If multiple plates are required, an A,B,C., or D etc. will be added to this number for each additional vehicle

e. a copy of the dealer contract agreement and the serial number of the vehicle each plate is associated with should be kept on file in the school office.

15. Identification signs

Automobiles used for on-street driver education purposes must display a printed sign which measures at least 18 inches in width and 9 inches in height. It must not obstruct vision through the rearview mirror or interfere with the operation of safety devices. The lettering, which must be a minimum of two inches in height, must be black on school bus yellow background. In those instances where the car is secured on a loan basis, the courtesy line may appear on either side of the car or at the bottom of the rear sign, using letters no larger than those on preceding lines. This standardized sign will effectively identify the car to those approaching from behind.

Identification signs which attach to the top of the driver education automobile are acceptable provided they meet specifications listed above.

4.06.102 Multiple-Car Range Facility

1. Existing hard surface area

   a. size can vary, usually 200' X 400'
   b. other uses for area--parking lot, physical education, etc.

2. Signs

        a. official or minature road signs
        b. vehicle number identification signs
        c. advisable for them to be portable and removable

3. Cones

    a. 12", 18", 36" cones have been found to be most versatile

4. Automobiles

5. Communication system

    a. your own voice
    b. bull horn ($50 - $100)

        (1) can be purchased locally
        (2) transisterized

    c. FM transmitter ($35 - $50)

        (1) cars need FM radio or converter ($30)
        (2) can be purchased either assembled or in a kit from any electronic supply company

    d. 2-way walkie talkie ($25 - $400/unit)

        (1) device will have cigarette lighter attachment
        (2) can be purchased locally
        (3) when using this system, one can expect considerable interference

    e. Mini-cast ($1000 plus wires)

        (1) designed to use existing car AM radio

    f. Call-out ($600-$800/unit)

        (1) 2-way system
        (2) very powerful system
        (3) very expensive system

6. Building

   a. storage area for range equipment and automobiles

7. Other

   a. key storage rack
   b. portable curbing
   c. fire extinguisher
   d. first aid kit

8. Equipment sources

   a. Bumpa-Tel, Inc.
      P.O. Drawer A
      Cape Girardeau, MO 63701
   b. Scheib Industries
      405 Hall Street
      Charlotte, MI 48813
   c. Videx Communication System Sources
      J. Helschman
      Box 1919
      Winter Park, FL 32789
   d. Call-Out Communication System Sources
      Sound-Craft Systems
      Morrilton, AR 72110
   e. Flashlight Pointer Sources
      Selected Educ. Aids Service
      2733 Central Street
      Evanston, IL 60201
      312/864-1965
   f. Edmund Scientific Company
      150 Edscorp Building
      Barrington, NJ 08007

4.06.103 Simulation Facility

1. Simulation Units
2. Series of programmed films (Doron-Link or Aetna Systems)
3. A master control console
4. 16mm projector adapted for use with programmed films and console
5. A wide-angle projection screen
6. Flashlight pointer

7. Storage cabinets for storing films, keys to simulator units, and other equipment
8. Equipment sources

   a. Public Relations and Advertising Department
      Driver Education D-A
      AEtna Life and Casualty
      151 Farmington Avenue
      Hartford, CN 06115
   b. Doron Precision Systems, Inc.
      P.O. Box 400
      Binghamton, NY 13902

4.06.11 Maintenance of Facilities and Equipment

4.06.111 Driver Education Automobiles

1. Check lighting system regularly
2. Check tires for inflation and rotate periodically
3. Check oil, battery, coolant
4. Check gas frequently, advisable to keep tank at least 1/4 full
5. Wash cars
6. Don't allow eating, drinking, or smoking
7. Store in garage facility if possible to protect from weather, vandalism and theft (if no garage facility is available, store near lighted open area and inform the police)
8. Keep some tools on hand along with jumper cables, tow cables with chain, and coolant
9. Specific maintenance problems which are prevalent among vehicles used primarily on the range facility:

   a. ignition system-points "pit"
   b. condenser arcing
   c. plugs fouling
   d. dwell inconsistent
   e. water in crankcase
   f. valve corrosion caused from using low octane gas

g. it is advisable to have dual control brakes in all your vehicles so they can be rotated between range and practice driving to equalize mileage.

To insure the automobile is in proper condition when it is checked out and checked in to a dealer, it is advisable to use some type of school-dealer joint inspection form. This form helps avoid misunderstandings between all parties concerned. Examples of suggested forms are located in Appendix I.

4.06.112 Multiple-Car Range Facility

1. Repaint lines before they wear off (advisable to use pressure painting equipment and highway striping paint)
2. Keep debris off range; glass rocks, nails, gravel (advisable to have waste barrels in the immediate area)
3. Snow areas - keep salt, sand and snow removal equipment handy
4. Check for gas and oil solvent buildup on the floor of the storage building or surface of the range
5. If the range facility is used only by driver education vehicles, unauthorized vehicles should be prohibited from using the facility.

4.06.113 Simulation Facility

1. A regular maintenance program could be included in the purchase agreement whereby a maintenance person would check the installation once a month or on a less frequent basis
2. Storage cabinets should be locked when not in use to prevent vandalism, theft, and unauthorized personnel from using equipment
3. Keep a record of all problems with simulator units to provide the regular maintenance man with some idea of where to begin
4. Classroom should be kept clean

5. Instructors should be familiar enough with the equipment to make small non-technical repairs within the system
6. Projector:[19]
   a. have a yearly check and cleaning. The time interval should be changed depending on use and age of the projector.
   b. keep the back gate clear by brushing at the end of each day. A small camel hair brush will keep the dust and dirt from scratching the film.
   c. keep the lens clean (use only lens paper and lens fluid). Generally there is a special emulsion on the lens, and the use of hard materials will scratch the lens surface.
   d. if the lens is not permanently attached, remove the lens at the end of each day. The simulator lens may be heavier than the projector was designed for because of the wide-screen film, and leaving the lens in place might distort the film gate.
   e. if possible, have a spare projector in case something should happen to the regular projector. Although a simulation projector has a special device for reading codes, this would not interfere with its use by others for other purposes.
   f. know how to replace both the projector bulb and the exciter lamp. Have spare bulbs on hand at all times.
   g. keep a record of projector operation and maintenance for reference.
7. Films:[20]
   a. know how to thread the film properly in the projector

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[19] James E. Aaron and Marland K. Strasser. Driving Task Instruction: Dual-Control, Simulation and Multiple-Car. (New York: Macmillan, Inc., 1974), pp. 239-240.

[20] Ibid., p. 240

b. use tape to attach the film to reel. This will keep the leader and end from tearing.
c. have films cleaned and the emulsion rejuvenated at least once a year. The heat from the projector and the general wear cause the emulsion to flake off leaving the bare film to be scratched. Emulsion also keeps the films pliable to prevent breakage.
d. clean the film after using each day by rewinding through a film cleaning cloth. This will help keep the dust and dirt off and recoats the film for storing.
e. be sure the film is rewound tightly. A loosely wound film will dry out more quickly and become brittle.
f. never leave the film threaded for any length of time in the projector. This will cause permanent creases in the film weakening it at those points.
g. simulation film is unique and should only be repaired by someone who knows about it. Other persons may not be aware of the codes and in repairing the simulation film as any other film might cause the coding system to be disrupted.
h. store the film in a dust-free cabinet when it is not in use. This will tend to extend the life of the film.

4.06.12 Illinois Driver Education Certificate

Before a driver's license will be issued by the Secretary of State, proof of having successfully completed an approved driver education course must be presented to a drivers license examiner. The only official document acceptable is the Illinois Driver Education Certificate issued by the Illinois Office of Education. Any student who has successfully completed an approved driver education course, whether in a public school, private school, governmental agency, commercial school, or an approved school out-of-state is eligible to receive the certificate.

It is the responsibility of the school providing the course of instruction to request the certificate on either Form IOE 34-02 (School Report for Certificate Issuance, inclusing Reimbursement if Applicable) if public school or 34-13 (Report for Certificate Issuance) if nonpublic school, after completion of the laboratory instruction. In the case of a reciprocity student, the local school of the student's residence will initiate the request and submit proof of successful completion in the form of a certificate from the state where the course was completed. When such proof is not available the Reciprocity Form IOE 34-14 is to be completed by the out-of-state school and attached to the Form IOE 34-02 is adequate for certification.

When the student is 16 years of age this certificate, along with the instruction permit and temporary instruction permit (receipt) is presented to the drivers license examiner before taking the road test. The certificate should then be retained by the student for official verification of driver education completion.

5.0 ILLINOIS REIMBURSEMENT PROGRAM

5.01 Claims for Reimbursement - These shall be made under oath or affirmation of the president or acting president of the school board and the chief school administrator for the district employed by the school board.

Reporting Procedure - To avoid the necessity of duplicate reporting and to expedite the issuance of the Illinois Driver Education Certificate, the Safety Education/Pupil Transportation Section has established a data collection system, which permits a continuous flow of information to this office for certificate issuance and reimbursement as applicable.

The success of this system is entirely dependent on schools filing accurate reports immediately upon completion of the laboratory instruction or, in some instances, following completion of the classroom instruction.

Claim Identification - Since the law requires the Illinois Office of Education to approve all driver education programs of instruction which meet the minimum requirements of the "Driver Education Act" a numerical coding system was developed for purposes of identifying the various types of programs. All schools in the State have been assigned a unique specific four digit school code number, commonly called the School Code Number System, which is used for the identification for all reports received in the Illinois Office of Education. This is used by the Safety Education/Pupil Transportation Section for issuing certificates and compiling reimbursement data where applicable.

Certification and Reimbursement - Reimbursement data is accumulated from both of the Forms IOE 34-02 and 34-03. When the Form IOE 34-03 is used only reimbursement will be claimed. This report is for those students who have completed classroom instruction only during the current fiscal year, ending June 30, or students who have failed either the classroom or laboratory instruction. (See Appendix A)

Schools will report only students who have successfully passed the complete driver education course on Form IOE 34-02.

School Report Error Corrections - are processed in the certification and reimbursement section, reimbursable students will be separated from nonreimbursable students. Periodically, throughout the year, invalid students listings will be returned to schools for correction of data. These reports are to be corrected as per instructions and returned.

With the increase in use of data processing facilities, especially in large school districts, arrangements may be made for a school to submit students reports on IBM cards. If a school desires to use this method, a card input format will be provided by the Safety Education/Pupil Transportation Section Certification and Reimbursement Section with instructions for submitting all required reports.

Making Claim for Reimbursement - In reporting the School District Driver Education Reimbursement Claim, Form IOE 50- the total number of reimbursable students, as submitted to the Safety Education/Pupil Transportation Section of both Forms IOE 34-02 and 34-03, is used along with the incompletes to compute the school district per capita cost.

Form IOE 50-, Driver Education Claim for Reimbursement, is provided by the Illinois Office of Education for the use of school officials in making claims for reimbursement; a sufficient number of these forms are mailed to school districts in the spring. The claims will cover the period July 1 through June 30 of each fiscal year.

This form is to be completed in quadruplicate on or before August 10 and forwarded to the superintendent of educational service region. The superintendent will approve and forward the original and one copy to the Illinois Office of Education, Safety Education/Pupil Transportation Section, on or before September 1, return one copy to the clerk of the school district for his permanent files, and file the fourth copy in his office.

Payment of Claim - When the claim has been certified by the State Superintendent of Education and the Drivers License Division of the Secretary of State's Office, vouchers will be sent to the superintendent of educational service region for distribution to local school districts.

5.01.1 The state shall reimburse each school district the per capita cost to the district, not to exceed $10 for each student who finishes the classroom instruction, nor to exceed $40 for each student who finishes laboratory instruction, each of which meets the minimum requirements of the law.

5.01.2 The state shall not reimburse any district for any student enrolled in the driver education course who was not in regular attendance, who did not finish the course more than once, who did not meet the age requirements of the act during the period in which he was enrolled in the course, who did not hold a valid instruction permit during the laboratory instruction, or did not adequately publicize and provide the course in a reasonable time after requested.

5.01.3 Should the sum appropriated from the driver education fund be insufficient to pay all claims submitted each year, the amount payable to each district shall be proportionately reduced.

5.01.4 Eligibility for Reimbursement - Reimbursement for each school district will be based on the per capita cost for each student who completes the classroom or laboratory instruction and who is eligible for reimbursement as concerns the following:

a. Eligible by reason of residence in the district of attendance in a high school in the district
b. Qualified under age requirements being at least 15 years of age but under 21 years of age
c. Was taught the complete course by qualified driver education instructors
d. Has completed a course consisting of a minimum of 30 clock-hours classroom instruction and/or 6 clock-hours of laboratory instruction
e. All requests for instruction by eligible students were honored within a reasonable period of time
f. The items of cost for classroom and laboratory instruction were listed separately and all costs listed were supported by records and receipts as required for audit.

In determining the number of students to be reported on the district's claim for reimbursement, IOE 50-, count only those students reported with Status Codes 1, 2, 5, and 6. All other status codes are nonreimbursable.

Repeating Course - A school district will not be reimbursed if the course was not adequately publicized or if the course was not provided within a reasonable time of request. A reasonable length of time is determined on the basis of individual need but, in any event, should not exceed 12 months from the date requested.

Reimbursement may be claimed for students who repeat the course once. Subsequent repeats are the responsibility of the district but is recommended when, in the judgment of the instructor, the student will profit from such additional work.

5.02 Tuition Student - The residence district will pay the entire per capita cost of such instruction to the other school and make claim for state reimbursement for him.

Tuition Students - By law, local school district funds cannot be used in providing the course for students who are residents of another district. If the local district is unable to provide the complete driver education course, another school district may enroll the student at the request of the resident district. The entire per capita cost is paid by resident district.

Approval of the student's residence public school district must be obtained prior to the beginning of instruction. A complete record of such student participation must be retained in the file of the school presenting the course, and a copy of the complete record must be sent to the student's residence district for reimbursement claim and request for the Illinois Driver Education Certificate.

Students whose tuition is paid by other than the school district of their residence cannot be considered for State reimbursement and must be submitted as Status Code 7.

5.03 Cooperative School Programs - In fulfilling the reimbursement requirements, a school district must provide an approved driver education course or participate in a special education cooperative or be part of an approved joint school agreement with another public school.

Cooperative or Joint School Agreement - In meeting the terms of the Driver Education Act it may become necessary for a school district to participate in a cooperative district program or enter in a joint agreement with another school district.

The "Special Education Act" of 1969 requires that provisions for handicapped students be included in the curriculum on a secondary level. In providing driver education for special education students, one school district may offer a curriculum for students from one or more districts.

In an instance where a school district would lose their driver education teacher or school facilities, the driver education course may be provided under a joint agreement by another school district.

In either case, the resident district must report the students for certification and reimbursement. The per capita cost of the course is paid by the resident district.

5.04 Records - Daily attendance records shall be kept by the teacher in the manner as prescribed in Section 27-24.6 of the School Code of Illinois and are to be used to certify claims made under the Act.

Student Participation Records - Driver education teachers are responsible for maintaining individual records on each student reported for reimbursement and certification. Such records must substantiate student participation and verify claims made. It is imperative that a system be used that will require a minimum transfer of information when filing reports. Most errors occur in reporting the first and middle names, and year of birth. Teachers can avoid additional work correcting invalid error listings if accurate date is on the initial report.

If a record is maintained other than on IOE 34-06 Permanent Record Card, it must have essentially the same information as the State Card requires. (See Appendix A)

5.04.1 Records must be maintained by the school which substantiate daily lesson, time behind the wheel, observation time, other laboratory experiences and periodic, as well as the final evaluation of each student. Also recorded shall be the beginning and ending dates of classroom and laboratory instruction. Students are to be identified by their instruction permit number, name, address, and other personal information.

5.04.2 Such records are to be on file in the office of the Driver Education supervisor, principal, or other manager at the time reimbursement and/or certification is requested.

It should be emphasized that when any items are purchased with Federal funds, these cannot be claimed as an expenditure. Only that portion of the driver education program which is not covered under the Federal contract can be claimed.

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State auditors are now verifying school claims using the standards of the Driver Education Act as criteria. At the conclusion of the audit, a letter is sent to the Safety Education/Pupil Transportation Unit verifying claims, or if a discrepancy is found, to request proper adjustments.

5.04.3 Driver education participation records are to be kept and be readily available for a period of not less than three years.

5.04.4 All records are subject to yearly audit by the state auditors.

The Safety Education/Pupil Transportation Unit will provide, upon request, Student Permanent Record Cards, IOE 34-06, to establish verification of reports. Although, in some instances a school may desire to modify this card to obtain additional information, in most schools the format would be suitable. Schools that employ more than one teacher must designate one person responsible for coordinating reports and keeping records.

5.05 Public School District Participation - Prior approval affirms continuous approval as long as the school continues to maintain standards established by the State Superintendent of Education.

The initial annual visit to a public school by an Educational Specialist of Driver Education will determine qualification for reimbursement and course approval and establish a basis for continuous operation unless subsequent information indicates failure to comply with rules and regulations of the Illinois Office of Education.

Any program currently operating as an approved program must contact the Illinois Office of Education when contemplating a major change in program structure or operation especially if this change would constitute adding range or simulation to an existing program. Innovative changes or pilot programs are approved for one year only and must be evaluated prior to incorporation for approval by the Illinois Office of Education.

5.05.1 An Educational Specialist from the Illinois Office of Education will visit each reimbursable program annually after which a letter describing the status of the course will be issued to the district superintendent.

School Visitation - The State Superintendent of Education in accordance with the provisions of the Driver Education Act, will provide a staff of educational specialists who will visit and evaluate the complete driver education program in all of the public high schools of the state.

The superintendent of the educational service region will be notified of the visitation dates for the schools in his region and will be asked to notify the high school administration in his region of the visitation dates.

Following the visit, an evaluation report will be sent to the local school administrators and the superintendent of the educational service region. Additional copies will be filed in the Illinois Office of Education.

This report, together with other pertinent information, will be used when considering the recognition status of the school and when approving claims for reimbursement.

Section 27-24.6 of The School Code of Illinois states, "Claims for reimbursement shall be made under oath or affirmation of the president of the school board for the district and the chief administrator for the district employed by the school board.

Whoever submits a false claim under the Driver Education Act or makes a false record upon which a claim is based shall be fined an amount equal to the sum falsely claimed."

5.06 Driver Education Cost Accounting - Records must be maintained by school officials of all expenses incurred in the operation of a reimbursable driver education program.

Since the State shall reimburse each school district the per capita cost to the district, not to exceed the amount of $50 for each pupil who finishes a driver education course that meets the minimum requirements of the law, it becomes necessary that school officials set up a program for cost accounting.

All costs which are incurred in the operation of the reimbursable program, including costs of administration, supervision, instruction, instructional supplies, operation of equipment, and depreciation on equipment, buildings, and other construction where owned, may be figured in determining the per capita cost which is reported annually on the claim form. The per capita cost of the classroom phase and practice driving phase should be kept separately.

5.06.1 Actual school expenditures for administration, supervision, instruction, instructional supplies, inservice training for teachers, operation of equipment, buildings, and other special construction (provided a schedule is on file) may be used to determine the actual per capita cost.

To figure the per capita cost for either the classroom part or the practice driving part of the course, include all students who finished the course, and those who registered late in the course. Only those pupils who are registered in the course for which reimbursement is to be claimed should be included in the cost. No expenditures incidental to the adult program are to be figured except for those students who qualify for reimbursement. The cost incidental to the classroom part of the course, and the practice driving part of the course must be figured separately since there is a separate reimbursement for each.

a. Figure a percentage of the teacher's salary for each phase of the course. Extra salary for after school, Saturday, or summer work should be added to the regular teacher's salary in determining these costs.
b. This item refers to direct departmental administration of supervision. Larger school district may have a full or part-time administrator or supervisor for the Safety Education/ Pupil Transportation Unit.
c. If depreciation of driver education equipment owned by the school district is listed, a schedule for depreciation should be set up and retained in the school files. The schedule is not required to be submitted with the claim. Automobile depreciation should be figured at a maximum rate of 20% annually. Simulator installations should be figured at a maximum of 20% annually. Other items of equipment should

be figured at a maximum of 10% annually. Items on the depreciation schedule will include: depreciation of the time, date acquired, cost at date acquired, rate of depreciation charged this year, and total depreciation to date of this request.

d. This may include automobile and/or other items used in the program.
e. Cost of maintenance, repairs, janitorial services, mechanics salary, etc., may be included.
f. Costs exclusive of teachers salary, including automobiles and other items used for driver education, are chargeable.
g. Collision and liability automobile insurance may be included if it is purchased for driver education.
h. Instructional and other supplies used in the course may be charged.
i. Buildings or specially constructed facilities for driver education may be included in the per capita cost. This may include garages, surfaced driving ranges, and classroom facilities. A depreciation schedule should be set up and retained on file in the school office. The schedule need not be submitted with a claim. Depreciation for surfaced driving facilities will be figured at a maximum rate of 10% annually. Other special construction will be depreciated at a maximum annual rate of 5%. Items in the schedule should be the same as in 7C.
j. Include any cost borne by the board of education for the in-service training of teachers.
k. Other legitimate costs in providing the course may be listed and explained here.
l. This total does not include direct costs such as overall administration and supervision.

Reimbursement is allowable at the rate of $10 for each student who completes 30 or more hours of classroom instruction and $40 for six or more hours of laboratory instruction, according to recommended standards. School districts must be able to verify expenditures for each (classroom and laboratory) to qualify for maximum reimbursement. Expenditure incurred at a rate less than $10 for classroom and $40 for laboratory will be reimbursable at the rate actually expended.

IOE sample forms, 34-02, 34-03, 50-*, 34-06, 34-11, and 34-12 are located in Appendix A.

*Not available at the time this document was printed.

6.0 SPECIAL PROGRAMS

6.01 Adult Driver Education Program

Experience has shown that there is a need in each community for a program to educate the adult driver. Several different programs have been designed not only to train the beginning driver but also to provide refresher courses for interested adults. The most effective program designed to educate the beginning adult driver has been through an extension of the high school driver education program. In many instances the same teachers, instructional aids, equipment, and supplies are used in both programs. This type of program is usually financed by local communities or through the payment of fees. If a program of this nature is developed it should not interfere with the regular high school program. The high school program should have first priority.

Another method of educating the beginning adult driver is through the Division of Continuing Education at universities and junior colleges throughout the state. This type of program usually requires each student to pay a fee to meet the financial demands of the program.

The following recommendations may be helpful in implementing an effective beginning adult driver education program:

1. Instructors should be certified by the State Superintendent of Education
2. Course content should be adjusted to the adult level and presented at this level
3. No one under 18 years of age may be enrolled in the adult driver education program
4. Classroom instruction
   a. Classroom instruction should include not less than twenty (20) clock hours. It is recommended that instructional periods be no longer than two (2) hours daily with meetings distributed regularly throughout a minimum of four complete weeks
   b. It is recommended that the maximum number of students not exceed thirty (30) per class for classroom instruction. Twenty students seems to be more realistic
   c. Classroom in adult driver education included subject matter relating to rules and regulations of the road, safe driving practices, pedestrian safety,

driver reponsibilities, Theories of driving, defensive techniques, behavioral characteristics of drivers, automobile insurance and financial responsibility, development of perception for driving, emergency situation procedures, motorcycle instruction, and the use of the automobile safety devices.

5. Laboratory Instruction

   a. Laboratory instruction shall not begin until such time as the student is enrolled in a classroom program of adult driver education and possesses the basic information required for safe operation of a vehicle in traffic
   b. Each student must have in his possession a valid instruction permit or drivers license issued by the Secretary of State when engaged in vehicle operation. Upon receiving the temporary instruction permit (receipt), practice driving may begin
   c. There should be a minimum of six hours of laboratory instruction provided each student by an authorized instructor. Satisfactory completion denotes that each student has the competencies that will enable him or her to operate efficiently in our auto-oriented society
   d. It is recommended that two adults occupy the car with an instructor when instruction is in progress. Two students are recommended because of the imposition of an adult's time. Behind-the-wheel instruction time should be limited to thirty minutes each lesson until near the completion of the course when the time could be extended to provide for extended trip driving, expressway, etc. The accumulation of six hours of practice driving shall be distributed regularly throughout a minimum of four complete weeks. Observation time in the car may not be counted as practice driving time

6. It is recommended that records be maintained by the instructor which substantiates attendance, lesson time and periodic evaluation of each student
7. A recognized and suitable textbook should be presented to each student for the duration of the course
8. Audiovisual materials may be used as a supplement to the teacher's effectiveness but not as a replacement
9. Proper bodily injury and property damage liability insurance should be maintained on each motor vehicle used in practice driving instruction

10. Every car used for practice driving instruction shall be in good repair and operation with special equipment as follows: operable extra brake and extra clutch pedal, rearview mirror placed on the inside of the car in the vicinity of the cowl, two (2) outside rearview mirrors, one on each side of the vehicle, and cushions for proper seating of the students. (Extra clutch pedal is not required with automatic transmissions.) Lap belts, shoulder restraint, and proper identification shall be provided.

A third method of training beginning adult drivers is through the state approved commercial driving schools. Again, the adult is required to pay a fee to obtain the instruction.

Adult education programs can also be designed for individuals who already have their license but would like to take a refresher course. This type course could again be an extension of the high school program decreasing the number of classroom and laboratory hours.

A second type of refresher course has been developed by the National Safety Council and is called the Defensive Driving Course. This course can be taught by any National Safety Council approved instructor and does require a fee for entrance basically to cover instructional material costs. Examples of individuals who teach the course are members of the Country Companies Public Relations staff and the State Police Public Relations staff.

6.02 Bicycle Safety Program

The sole purpose of a bicycle safety program should be to make bicycle riding in each neighborhood or community a safer and more enjoyable sport for everyone concerned.

In organizing a program the following suggestions might be helpful:[1]

1. Local resources, talents and needs should determine the overall scope of the bicycle safety program. Some communities aim high with a well-rounded, comprehensive program at the start, while others find it more feasible to aim lower

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[1] Bicycle Institute of America. How to Plan Successful Bike Safety Programs. New York, pp. 4-11.

2. Bike safety promotion is not complicated. That is why an enthusiastic individual, acting on his own has promoted the most successful kind of program. Similarly, many persons have singlehandedly sparked large campaigns. But, more often, large-scale campaigns have been successfully launched by a well coordinated committee, with or without any prior experience in this field.
3. Always remember that bike safety naturally compels the voluntary and wholehearted support of civic, community and school leaders as well as the press, radio, television, etc. Encourage these people to serve. Everybody wants to help youngsters for their own sake-but more particularly when happy cycling is shown to be a perfect antidote for juvenile delinquency
4. Bike safety campaigns promoted on a one-time basis serve a useful purpose. But the effectiveness is magnified immensely when the program is formulated on a permanent basis. Repeated instruction on a continuing or permanently organized basis - no matter how small the scope of the program - will return the greatest dividends
5. Bicycle safety campaigns are welcomed as a stimulating experience by most riders. They are eager to display their bike knowledge and skills; and the testing techniques are interesting themselves. But the repeated use of the same techniques may stale for the participants. That is why it is recommended to put a little fun into the program - incorporating novelties and games, such as contest, races, rodeos, tours, field days, parades, club activities etc.
6. Local schools have no peer in getting bike safety programs underway. Elementary, parochial, vocational and high schools provide bike safety instruction in the classroom and as an extra-curricular activity-the youngsters freely and delightfully accept it in this natural environment. See the principal, or faculty member for cooperation in this program
7. Bicycle retailers and servicemen, who sell and repair the bikes that are ridden in the community, are in possession of valuable know-how to help promote bike safety programs. They are eager to lessen the chance of bike mishaps and to increase the enjoyment of bicycle riders. They can be depended to assist these efforts - and provide helpful technical knowledge
8. Once the program has been developed, it is very important to evaluate your efforts. This can be accomplished through analysis of the accident records and

reports and/or through a series of tests designed to evaluate the students skills and knowledge

Probably the most effective means of promoting bike safety in the community is a comprehensive educational program for youngsters. This program succeeds only when it teaches the cyclist how to ride properly and how to keep the bike in good condition.

It is for these reasons that the initial activities- whether sponsoring bike safety through a youth group, club or in school - must be concerned with the following three areas:

1. Knowledge of the rider - specific rules and regulations regarding bike riding (Illinois Bicycle Rules of the Road and Bike Ordinances in the comminity)
2. Maintenance of the bike - guidance in how to keep a bicycle clean, properly oiled, and how to make minor repairs and adjustments; major repairs should be done by a reliable bicycle serviceman
3. Skill in riding the bicycle - development of proper riding techniques; posture, maneuvering techniques, riding on varied surfaces, and riding on various types of roadways

When developing these three areas used varied techniques. Some methods which provide not only excellent learning experiences but entertaining ones are a bicycle field day, bicycle rodeo, bicycle club, a bicycle safety poster contest, bicycle tour, bicycle safety week, etc.

The key to the success of bicycle safety porgrams will rely heavily on the publicity it receives. Every facet of the program must be presented to the public to gain their support and cooperation. This publicity should flow into every section of the community; school, civic organizations, business, homes. Such programs are far more inclusive when all sections of the community participate.

In conclusion, ideally the program should be designed to encompass the whole community. Bicycle education should begin at an early age to promote the formation of safe attitudes toward riding and continue as the individual matures.

The following sources provide bike safety items; booklets pamphlets, films, etc., to aid in the development of a bicycle safety program.

Aetna Life Insurance Company, Hartford, Connecticut
American Association for Health, Physical Education and Recreation, 1201 Sixteenth Street, NW, Washington, DC
American Automobile Association, 1712 G. Street, NW Washington, DC 20006
Bicycle Manufacturers Association,Inc., 122 E. 42nd New York, New York 10017
Boys Scouts of America, 2 Park Avenue, New York 16, New York 10017
Country Companies, Public Relations Department, Box 2000, Bloomington, Illinois 61701
Employers Mutual Liability Insurance Company, Warsaw, Wisconsin
Girl Scouts of America
Illinois State Police, Traffic Safety Section, Armory Building, Springfield, Illinois 62777
Lumberman's Mutual Casualty Company, Mutual Insurance Building, Chicago, Illinois 60601
National Safety Council, 425 North Michigan, Chicago, Illinois 60611
Optimist International, 1721 Railway Exchange Building, St. Louis, Missouri
Socony Oil Gas Company, 150 East 42nd Street, New York, New York 10017
The Goodyear Tire and Rubber Company, Public Relations Department, Akron, Ohio 44316

6.03 Commercial School Program

It is recognized that commercial driving schools have a definite function to perform in the total traffic safety program in Illinois.

The office of the Secretary of State has the responsibility of issuing a license certificate to a commerical driver training school and to each driver training instructor when the Secretary of State is satisfied that such school or person has met the required qualifications for licensing. This license certificate, thus allows driver training schools and instructors to teach persons 18 years and older to operate motor vehicles.

Commerical driver training schools licensed by the office of the Secretary of State to instruct persons 18 years of age and older may qualify for participation in instruction of youth under 18 years of age. Any commerical driver training school desiring to instruct youth 15 to 18 years of age to quality for issuance of the Illinois Driver

Education Certificate must meet the standards which have been established by the ICE as authorized and required by law.

Approved commercial schools programs are an additional vehicle through which driver education can be provided to meet the needs of youth as well as those persons over 18 years of age. There should be little difference between the driver education course in a commercial school and any other approved school. For more information concerning commercial driving schools refer to section 5.0 in the Driver Education for Illinois Youth, and Article IV, 6-401 of the Illinois Motor Vehicle Code, latest edition.

6.04 Drivers and Traffic Safety Education Programs for Handicapped Persons

With the passage of the Highway Safety Act, states are required to develop comprehensive highway safety programs including programs of driver and traffic safety education.[2]

Then interpretation of this standard dictates that handicapped persons be considered eligible for driver and traffic safety education instruction. Many mentally retarded, culturally and educationally deprived, emotionally disturbed, physically handicapped, hearing impaired, and visually impaired persons can profit from this type of instruction.

In order to provide a comprehensive educational program which would prepare the handicapped student to be a safe driver and pedestrain, his special needs in various traffic situations must be investigated. His needs in all educational domains (cognitive, motor skills, affective) must be studied. By determining the needs, successes, and failures of all handicapped drivers, methods of instruction can be developed. Thus educators will be able to develop a driver education program in the total education environment. The program for the handicapped student is most effective when classroom and laboratory instructions are concurrent.

1. Visually impaired - the partially sighted or blind student will not receive instruction in the laboratory phases. Classroom instruction should emphasize pedestrain safety and passenger responsiblity. This

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[2] National Highway Traffic Safety Administration. Highway Safety Program Manual. Vol. 4, Driver Education (Washington, DC: The Administration, 1969).

emphasis should exist under either of two conditions in which classroom instruction may be provided. The first, the integration of the handicapped student into a regular driver education class with assistance of a resource person and the second, the formation of a special class also with the assistance of a resource person.

2. Physically handicapped - most physically handicapped students can benefit from all phases of driver education instruction. For the most part, the primary limiting factor will be whether or not adequate mechanical aids are available. Typically the integration of this student into the regular driver education classroom and laboratory phases will be feasible. All motor vehicles and simulated motor vehicles must be suitably equipped to meet the individual handicap of the student being instructed.
3. Hearing impaired - the hard-of-hearing and deaf individual has compiled a driving record comparable to that of the average driving public. This student may receive instruction in special classes; but with the assistance of a resource person, the hearing impaired student must be integrated into the regular driver education classroom program for at least 30 hours to comply with reimbursement requirements. The instructor will have to be concerned with the physical placement of this student in the classroom. Generally, placement in the front center seat will facilitate lip reading.
4. Mentally retarded - many educable mentally retarded persons who because of retarded intellectual development may benefit from special education facilities and instruction. Education programs should be designed to help them become economically independent and socially adjusted. Experience has indicated that these persons can be trained to drive efficiently with limited changes in the normal driver education program.

6.04.1 Enrollment Prerequisites

Several considerations should be adhered to in the admission of EMR and physically handicapped students into driver education. Two basic concerns of the admission process involve screening procedures and parental permission.

1. Screening[3]

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[3] James E. Aaron and Marland K. Strasser. Driving Task Instruction-Dual Control, Simulation, and Multiple-Car. (New York: Macmillan Company, 1974), p. 342

a. All EMR students should be enrolled through the special education program of the school. This allows for proper evaluation and screening of the student by qualified persons. The screening criteria determines whether or not the handicapped student qualified for classroom instruction in driver education. State rules and regulations will help determine this matter for the teacher. In addition, a joint decision between the driver education teacher, special education teacher, and counselor should be made on which students qualify for laboratory instruction.

b. All physically handicapped students must meet the minimum physical requirements for driving. They can be obtained by contacting the state driver license administrator. A summary of requirements is as follows:

    (1) vision - must pass state test. Have normal depth perception. Have no double vision
    (2) hearing - can be deaf, but must compensate
    (3) reading - must be able to recognize and follow road signs
    (4) reaction time - be within normal limits
    (5) frustration tolerance - be within normal limits
    (6) sitting balance - maintain balance while driving sharp curves and stopping abruptly
    (7) extremities - it is necessary to have two (2); one to control steering wheel, one to control gas and brake

        a. *2U/E's - shoulder abduction, shoulder flexion 90°, internal and external rotation, elbow flexion, wrist extension
        b. *2L/E's - hip flexion, hip abduction, ankle dorsoflexion, position sense and pressure sensation
        c. IU/E - respective requirements IL/E of above

    (8) spasms - are not to be of trunk, neck, or extremities controlling automobile

*U=Upper Extremities, L=Lower Extremities

(9) additional observations - be able to reach steering wheel, be able to hold steering wheel, be able to turn steering wheel, be able to work hand controls, be able to work dash controls.

2. Parental Notification[4]

a. When a student has been screened and accepted for enrollment in the course the parent should be contacted by letter. The correspondence should clarify the nature of the program established for the student and include program schedules and other particulars.

b. Permission of the parents should be obtained for all handicapped students to be enrolled in the laboratory program. In certain cases the advise of a physician should be a consideration before final approval for enrollment.

6.04.2 Special Education Teachers

The Special Education teacher can be most helpful prior to enrollment, during instruction, and after completion of instruction. Before students enroll for laboratory instruction the Special Education teacher should be consulted in the identification and selection of those students who lack the potential to become competent, safe drivers.

Although a minimum of 30 clock-hours of classroom instruction must be taught by the driver education teacher, supportive hours are to be taught as needed by the Special Education teacher. This instruction can be prior to enrollment with or after completion of the course.

Handicapped students will be more likely to achieve in the regular driver education classroom, if concepts in driver education are reinforced by Special Education teachers.

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[4] Ibid., p. 342.

Whenever possible, the classroom and laboratory experiences should be integrated and correlated. The instructor should realize that certain handicapped persons may require two or more times as much instruction as a regular child of comparable age. The instructional level is parallel to the learning ability of the student. The criteria for successful completion of the course should be performance of driving competencies required for safe operation of an automobile and not instructional time.

6.04.3 Laboratory Instruction

Any of four types of laboratory instruction can be used as part of the total program of classroom and laboratory instruction. The following time allocations are recommendations and should be adjusted to meet the needs of the individual students.

When the traditional on-street instructional program is offered a total of 14 hours is recommended behind-the-wheel. At no time shall any instructional session exceed 60 minutes in length with a maximum of 20 minutes behind-the-wheel for each student. Due to their short attention span, a 20 minute driving time for the slow learner is optimal in most cases but should be adjusted for the individual student.

1. Multiple-Car Instruction - a total of 22 hours of instruction is recommended for this instructional program; 12 hours of instruction on the multiple-car facilty and 10 hours of practice driving instruction. The first five hours should be provided on the multiple-car facility with the remaining 17 hours alternating between practice driving and multiple-car instruction.

2. Simulation - in this program 28 hours is recommended; 18 hours in traffic simulation and 10 hours in practice driving. The first six hours of instruction should be conducted in the simulator laboratory. For the remaining hours, the ratio of instruction should be two simulator sessions to one practice driving session. A total of 31 hours is recommended in a combination traffic simulation, multiple-car and practice driving program. The simulation experience should equal 18 hours. The student should spend

the first five hours in the simulators. Multiple-vehicle areas experience should equal eight hours. The student should spend the next three hours on this area before he/she attempts to go into actual traffic experience. The remaining instructional time should be planned to provide maximum coordination among all phases. The minimum practice driving instruction should be five hours. The program should remain flexible enough to enable the instructor to schedule blocks-of-time on any facility if needed. For example, there may be times during the course in which three straight hours on the multiple-vehicle area are necessary.

3. Selection of Training Car for Physically Handicapped Student[5] - handicapped persons cannot operate certain types of vehicles. For one reason or another many vehicles just do not fit the needs of the student. Therefore, some selection criteria should be followed by individuals desirous of obtaining a vehicle for instructional purposes or for the student's personal use. The criteria are as follows:

   a. a two-door intermediate size car or larger

      (1) the two-door is used in order to facilitate the entrance of the handicapped person and the wheelchair if one is needed.
      (2) the small wheel of the wheelchair is pulled in the car first from the curb side.

   b. power brakes
   c. automatic parking brake release
   d. power steering
   e. cruise control
   f. tilt steering wheel - short persons and others who must have a raised seat will need the wheel up and off their legs.
   g. telescopic steering wheel would be desirable
   h. power seats, 6 way at least for the driver
   i. outside mirrors with inside adjustments

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[5] Ibid., p. 350.

j. arm rest

   (1) the left door arm rest may be raised or extended for driving comfort.
   (2) a right-hand arm rest is desirable for long drives.

k. electric windows - desirable but not necessary
l. electric door locks - desirable but not necessary
m. cushions - built to each persons's specifications
n. convex mirrors left and right for the driver

4. Equipment Needs for the Physically Handicapped Student[6] - the teacher will need to obtain hand controls and other pieces of equipment necessary in working with the physically handicapped. Because of the range of disabilities the teacher may have difficulty in obtaining enough standard equipment for all the students. In some cases equipment will have to be specially purchased or fabricated for a particular driving student. A list follows which has the names and addresses of a representative sample of equipment manufacturers and suppliers. The teacher should write to a selected group and request their catalogues..

   Bumpa-Tel Sign Company, 202 North Front Street, Mounds, Illinois 62964. Driver education products for a better training program.
   Duane W. Stickler, 266 East Park Avenue, Elmhurst, Illinois 60126. Mail orders for car hand controls.
   Gresham Driving Aids, P.O. Box 405, 30800 WIXOM, Wixom, Michigan 48906.
   Handi-Ramp, Incorporated, 904 Countryside Highway, Modelein, Illinois 60060. Manufacturer of foldaway aluminum ramp and attachment hardware for buses and double door vehicles.
   Wells-Engberg Company, Inc., 2505 Rural Street, Rockford, Illinois 61107. Hand control . . . vinyl hand grip and ideally located thumb-positioned dimmer switch.

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[6] Ibid., pp. 360-362.

6.04.4 Instructional Materials

When materials at the local school are unavailable, the Instructional Materials Center for Handicapped Children and Youth, the Illinois Office of Education can provide some materials and equipment on a loan basis to teachers upon request.

Teachers are encouraged to place on file their special driver education materials at the Instructional Materials Center for Handicapped Children and Youth. The materials that are filed will be technically (art work, etc.) improved by the Center. These improved materials will then be provided on loan basis to public school teachers upon request. All special class students should be provided with a driver education textbook commensurate with their ability level. A list of available textbooks for the handicapped may be obtained from the Safety Education Unit or from the Instructional Materials Center of the Illinois Office of Education.

6.04.5 Reimbursement

As a special education teacher the reimbursement is $5,000 annually from special education, provided classes have 20 or fewer special education students.

Reimbursement shall be figured on the net expenses of this program to the school. For example, if the teacher was qualified in both special education and driver education and the school received $5,000 from the special education reimbursement, this would be deducted from his salary to get the net salary for the school. Then classroom and laboratory costs would be calculated as in a regular driver education program. Reimbursement would then be the same as in a regular program with a maximum of $10 per student for classroom and $40 for laboratory. The student may repeat either or both phases once with the school receiving full reimbursement if the student fails the first time. If actual costs are lower than these figures, the reimbursement will equal actual costs.

6.04.6 Special Driving Restrictions

Classifications can limit the driver to a certain type of vehicle. Restrictions which require special controls or equipment, driving areas or driving time can also be put on the license. Individuals who are physically handicapped or who have unusual size may require special controls or equipment for the car.

Upon the recommendation of a licensed physician, some people because they cannot stay alert for extended periods or are not able to cope with complex or high-speed traffic situations or because of perceptual problems, can be restricted to driving areas of lower traffic density or from specific types of roads. A patient who takes medications which could affect him for an interval after dosage would not be licensed.

The examiner may request a vision specialist's report and recommendation. The Driver Control Section may request a licensed physicians report and recommendation. If you have further questions, please write to:

Director, Driver Control Section
Driver License Division
Centennial Building
Office of the Secretary of State
Springfield, IL 62706

6.05 Motorcycle and Motor Driven Cycle Program

A statewide motorcycle education program which provides for both classroom and laboratory instruction is a pressing need under present-day traffic conditions. It is obvious that the primary purpose of such a program should be to qualify young people for the proper and safe operation of motorcycles on streets and highways. The state should ensure that operators and passengers wear approved protective clothing and that safety equipment is installed on all registered motorcycles, provide for inspection on a regular basis, and establish and maintain adequate records on crashes, injuries, deaths, and traffic law violations.

A motorcycle, according to experienced operators, is a responsive and safe machine until it is operated by the unskilled user. It is not inherently dangerous, but it cannot be handled casually. Two things make a high level of performance necessary in cycling: first, the stability of the machine is not built-in, but is provided by the operator; and second, the operator is exposed rather than protected, as is any passenger riding behind him. In the final analysis motor vehicle safety lies in the hands and good judgment of all drivers. There is a growing need for instruction about motorcycles, not just for the cyclist but for all users of the public highways.

As people living in a highly mobile and traffic-oriented society, we must of necessity possess a foundation of traffic knowledge which will enable us as operators of motor vehicles to make the right decisions under street and highway traffic conditions. The school can be the best source for acquiring this knowledge. The need for education to respond is more and more apparent.

6.05.1 Highway Safety Program Standard 4.43

Each state shall have a motorcycle safety program to ensure that only persons physically and mentally qualified will be licensed to operate a motorcycle, that protective safety equipment for drivers and passengers will be worn, and that the mororcycle meets standards for safety equipment.

1. Responsibility for motorcycle education - motorcycles are here to stay and registrations will continue to grow in the foreseeable future. Thus, it is incumbent upon the states and local school districts to assume responsibility for motorcycle education. New instructional programs, consisting of both classroom and controlled off-street operation, should be expanded to include motorcycle education and curriculum objectives in traffic safety should be examined and revised, as needed, to meet the demands of the time.

   More teachers of motorcycle education will be needed during the next decade. Thus, state colleges and universities with teacher preparation programs should provide courses in motorcycle education, both theory and practice, to meet the needs of the states which they serve.

   Business and industry should support motorcycle education programs as a part of traffic safety. This could take various forms, but one way would be to provide scholarships for students preparing to teach in this area.

A new dimension in traffic safety, the motorcycle, cannot be ignored by the states and local school districts without severe consequences to youth. Properly conceived and implemented, school programs in motorcycle education can be an important factor in helping to assure that those who operate or ride on motorcycles do so safely.

6.05.2 State Requirements

Section 27-23, Uniform Traffic Act states that the course of instruction given in grades 10 through 12 shall include an emphasis on the development of knowledge, attitudes, habits, and skills necessary for the safe operation of motor vehicles including motorcycles insofar as they can be taught in the classroom. (Amended by Act approved August 11, 1967).

An educational program, regardless of its organizational pattern, must impress youthful operators of motor vehicles that there are many things to be learned and much information to be acquired about traffic problems if they are to become proficient and safe users of public streets and highways. In nine out of ten accidents, human behavior is prominent among the contributing factors.

The following plan is recommended for incorporating motorcycle education curricular materials in the present high school driver education program.

Incorporate into the present required thirty clock-hours of classroom driver education instruction an additional unit of work which would require the addition of two or three hours of instruction concerning the integration of motorcycle materials into the driver education program. Also emphasis should be placed on special legal requirements of the rider, registration of the rider, registration of the motorcycle, licensing of the motorcycle driver and special regulations applying only to the motorcycle. This was legally required of all operators of motor vehicles and motorcycle riders after January 1, 1969.

After successful completion of the above plan, approximately twelve hours of special classroom instruction concerned with the safe operation of the motorcycle may be offered by high school driver education departments on an elective basis. If offered, it must be approved by the State Superintendent of Education. No special reimbursement is presently available under the terms of the Illinois Driver Education Act.

In the last proposal, high schools may elect to provide six hours of motorcycle driving instruction for those students who have successfully completed the two previous programs. This program is not required by Illinois law, and if schools elect to incorporate motorcycle driving instruction, it must be approved by the State Superintendent of Education.

6.05.3 License Requirements

A license to operate a motorcycle may be issued to a person under 18 years of age if they can qualify by examination.

The implementation of an effective state motorcycle safety program requires the participation and support of the local governments. It is at the local level where motorcycle safety can be most effectively fostered by campaigns which seek to develop well-informed, well-trained, and safety motivated motorcycle operators.

There are certain actions which are instituted by the state to promote safe motorcycle operation and eliminate unsafe practices of motorcycle operators.

1. Registration - a motor-driven cycle is now defined as every motorcycle or every bicycle with motor attached with less than 150 cubic centimeter piston displacement. A special distinguishing plate will be issued to motorcycles having less than 150 cubic centimeter piston displacement.
2. Driver's License - a driver's license to operate a motor vehicle, including motorcycles, cannot be issued to anyone under 18 years of age unless they have successfully completed an approved driver education course. The driver education course must include instruction in the classroom part which orients automobile and

motorcycle drivers to the problem of sharing the road together safely.

A driver's license must be classified to indicate the type of vehicle and operation for which the applicant has qualified by examination or such other means by which the Secretary of State has prescribed. Therefore, no person may obtain a motorcycle license until he has successfully completed a motorcycle examination.

3. Motorcycle License Classification - a class L license restricts an operator to driving a cycle with 150 cubic centimeters or less. Anyone under 18 years of age or who has taken his examination on a motor-driven cycle is restricted to the L classification.

   An M classification requires the operator to be 18 years of age or older and permits him to drive any cycle.

   Instruction Permits - an instructional permit for a motor-driven cycle is restricted to the operation of such cycle during daylight hours only, and it is not valid unless the holder thereof is practicing under the direct supervision of a licensed motor-driven cycle operator who is at least 21 years of age.

   In order to obtain a motor-driven cycle instruction permit, a person under 18 years of age must successfully complete an approved driver education course. He must have the Illinois Driver Education Certificate to obtain this permit.

   An examination for a motorcycle or motor-driven cycle driver's license requires the applicant to demonstrate his ability to exercise ordinary and reasonable control in the operation of a motorcycle.

6.05.4 Motorcycle Programs

The motorcycle education and training courses should consist of both classroom instruction and controlled off-street operation.

Although approximately 75 percent of the states now require licensing of motorcycle operators, there does not appear to be any statewide motorcycle education and training program. Most motorcyclists are self-taught, taught by a friend, or given minimum instruction on machine operation by a motorcycle dealer.

There are a number of programs initiated at the community level throughout the United States aimed at developing qualified motorcycle operators. These programs have been particularly successful when jointly sponsored by such orgainzations as motorcycle dealers, local police departments, local automobile clubs, etc.

An individual completing such a course should understand and appreciate each essential facet involved in safe operation of a motorcycle under all traffic conditions, classes of roads and highways, and climatological conditions.

1. Persons eligible to teach - the instructor shall be certified to teach driver education and have experience with motor-driven cycles and motorcycles. It is highly recommended the instructor complete a MSF Instructors course prior to developing a motorcycle safety program.
2. Persons eligible to enroll - any resident of the local school district who has reached his sixteenth but not his twenty-first birthday, or has completed the driver education course, is eligible to be enrolled (in) and attend the elective course in motor-driven cycle driver education.
3. Who may offer the course - those schools which have met the qualifications set forth by the Safety Education/Pupil Transportation Section of the Illinois Office of Education.
4. When to offer the course - classes may be offered before school, after school, during regular school hours, Saturdays, and evenings. The course should be conducted during the early fall, late spring, and the summer months to insure better weather conditions.
5. Hours of instruction - pilot programs are being conducted to determine the number of hours necessary for teaching the course of motorcycle safety. This course of instruction

will consist only of integrated classroom and laboratory work.

6. Where the course may be held - the course should be offered at the school and the laboratory sections may be conducted on an off-street area where traffic is not present.
7. Obtaining motorcycles - motorcycles used in the educational program are usually available from local cycle dealers. Most dealers participate in a loan agreement program sponsored by the Motorcycle Safety Foundation (MSF), 1001 Connecticut Avenue, NW., Washington, DC 20036. To obtain cycles an agreement is signed by authorized school staff members and the dealer specifying the number and type of vehicle(s) loaned and what each party assumes as his responsibility. Because this is a good business practice, if standard agreement forms are not available, the school and dealer should develop their own. A copy of a suggested School-Dealer Agreement Form is located in Appendix K. If difficulty is experienced in procuring cycles, write to one of the dealer's national offices or to the MSF office identified above. Usually such contacts are rewarded with suggestions of ways to resolve the cycle loan problem.[7]
8. Cycle identification - cycles may have the dealer stickers on them for the purpose of identification.
9. Attendance records - daily attendance records shall be kept by the teacher as prescribed in Section 27-24.6 of the School Code of Illinois.
10. Materials, facilities and equipment - the classroom materials needed will again vary depending on local needs. The Beginning Rider Course Textbook, (BRC) published by the Motorcycle Safety Foundation is an excellent text designed to act as either an independent study or a classroom aid. There are numerous films, filmstrips textbooks and pamphlets which can be used as supplemental materials in conjunction with the BRC.

The teacher should also be aware of, and use, expert motorcycle riders and maintenance personnel in the community. Local motorcycle dealers may be able to offer suggestions along these lines.

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[7] Ibid., p. 320.

The most important piece of equipment needed for the on-cycle portion of the course is the motorcycle; procedures for obtaining motorcycles are presented in a subsequent section. Finding an off-road instructional area is the next concern. A multiple-vehicle driving range will adequately serve this purpose. If such facility is not available a blocked-off parking lot may be used. In some cases, a flat and firm grassy area may be desired for the first few hours of riding instruction.

Additional equipment and materials needed to conduct a safe and smooth running program include:

1. Gas and oil
2. Traffic cones - 6"
3. Complete tool kit
4. A "bull horn" loudspeaker or other means of communication
5. First aid kit and fire extinguisher
6. Student vests for identification purposes
7. Helmets with approved Z90.1, Snell, or DOT markings.

It is important that each student wear the proper clothing during on-cycle instruction. A minimum of skin should be exposed in order to minimize injury in the event of a spill. The student should wear:

1. Helmet with eye protection (full face shield is encouraged)
2. Heavy soled shoes which come above the ankle
3. Blue jeans or equivalent
4. Jacket or long sleeve shirt
5. Gloves[8]

11. Costs - when considering program costs, take into account the following:

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[8] Copyright 1974, Motorcycle Safety Foundation, Incorporated, Beginning Rider Course Instructor's Guide, pg. 6.

1. Personnel salaries
    a. instructors, including assistants
    b. other personnel

2. Insurance
3. Equipment
    a. cones
    b. student vests
    c. helmets
    d. eye protection

4. Maintenance
    a. gas - oil
    b. repairs and upkeep of motorcycles

5. Other expenses.

The costs of the sponsoring organization can vary considerable from one school or community to another. Program costs can be reduced if certain equipment is required on the part of the student (e.g., the student may be required to supply their own helmets and eye protection).[9]

12. Insurance - before permitting a motorcycle to be used, the instructor must be certain that adequate insurance is provided for protection of the school, the teacher, and the student. Minimum coverage should include:

1. $100,000/300,000 bodily injury liability.
2. $25,000 property damage liability.

The following coverage is also recommended:

    a. collision protection ($50 deductible recommended)
    b. comprehensive protection (covering damage to the cycle from fire, theft, etc.)
    c. medical payment.

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[9] Ibid., pg. 6.

Students may be provided the opportunity to secure medical insurance through a group plan by an insurance company in cooperation with the school district. Or, the family may have the coverage as a part of their family health insurance program. This coverage can reduce the overall insurance costs by making it unnecessary to purchase separate medical payment coverage.

Probably the best way to secure insurance coverage is through an existing fleet policy. Usually, this method provides good coverage at a smaller premium cost.

In addition to the foregoing, liability insurance to protect the teacher(s) and the school in the event of accident must be provided. In most instances this type of coverage will have previously been purchased by the school and need only be endorsed or extended to include the motorcycle instruction program.[10]

13. Community relations - instituting a motorcycle safety education program calls for the development of a community relations program. The purpose is to convince community leaders, prospective students, and the community of the practical value of the course.

    When working with community leaders, inform and explain to them what a quality motorcycle education program consists of and the benefits that can result. Invite them to take part in the overall course planning and to participate in the actual instruction.

    Creating and developing student interest in motorcycle safety education, while seldom a problem, should not be overlooked. Do this via program publicity through media sources. Displays, films and various materials can be used to aid in this program promotion.

    Using a variety of media sources, meetings and displays will help obtain public acceptance of the motrcycle safety program. Community support is a prerequisite if you wish to institute and continue motorcycle education programs.[11]

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[10] Ibid., pg. 7.

14. Claims - at the time no reimbursement is available from the Illinois Office of Education, Safety Education/Pupil Transportation Section for motorcycle safety education programs. Therefore, the school may charge a registration fee or some other means to defray the costs of the program. On occasion, federal monies are available for programs of this nature through the Illinois Highway Safety Works Program.

15. Suggested policies for motorcycle rider education:[12]

    a. equipment should not be used unless the teacher is present
    b. cycle should be locked (preferably immobilized with a chain to a fixed object) when not in use
    c. a specific area should be designated as a starting and stopping point where the student should park the cycle when it is not in use during class
    d. absolutely no one but the designated teacher and members of the class are to use the equipment
    e. equipment shall not be used for any other purpose than instruction during class hours
    f. students and instructors shall wear safety helmets and suitable eye protection when riding. Other protective equipment such as leathers and gloves should be worn when practical or possible.
    g. student and instructors shall not be permitted to ride when wearing shorts, loafers, shower clogs, or tennis shoes
    h. a good chemical fire extinguisher should be within approximately 100' of any point of the course.

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[11] Ibid., pg. 5.

[12] James E. Aaron and Marland K. Strasser. Driving Task Instruction-Dual Control, Simulation, and Multiple-Car. (New York: Macmillan Company, 1974), p. 321.

i. before starting a cycle, the rider should check the oil, gas, chain and sprockets (for tension and wear), tires (for rocks in tread, proper inflation), and cables.

6.06 Pedestrian Safety Program

In the development of a comprehensive pedestrian safety program each community should: Analyze their specific accident problem by reviewing previous accident records and reports; establish the community needs; develop programs to correct the problems and finally evaluate these programs. This step by step procedure should be undertaken by a community pedestrian safety committee. This committee should be comprised of a few key individuals representing the following agencies: law enforcement, traffic engineering, safety education supervisor for public and parochial schools, parent-teacher council, and community safety council.

The development of programs by this committee to counteract pedestrian accidents will be in three major emphasis areas: education, enforcement and engineering. Under each of these program areas, many countermeasure programs can be developed.

Some programs which can be developed under the area of education are as follows:

1. School Boy Patrol Program
2. In-School Pedestrian Training Program
3. Adult Crossing Guards
4. To and From School Programs

    a. block parent program
    b. helping hand program

5. Public Awareness Programs - designed to inform the adult population about new traffic signs, new city ordinances, alcohol and its relationship to pedestrian accidents
6. School Bus Passenger Programs - designed to make pick-up and drop-off points more safe for the student
7. Hot-Dot Program - elementary students are given illuminated stick on dots to put on their clothing to aid driver visibility when the child is walking.

Examples of countermeasures in the enforcement area are as follows:

1. Emphasize stringent enforcement in high accident locations
2. Develop city ordinances to counteract unsafe behavior
3. Enforce motor vehicle laws related to the safeguarding of those on foot, especially speed and right-of-way rules
4. Enact and enforce school speed limit laws.

Countermeasures relating to the engineering area are as follows:

1. Proper road design
2. Proper traffic control devices
3. Overpasses and tunnels
4. Proper design school bus zones
5. Proper design of an auto loading and unloading zone.

During the development and implementation of the pedestrian safety programs it is important to maintain good public relations between the committee and the community population. Community support can be very advantageous when trying to implement these programs.

6.07 School Boy Patrol Program

A widely used method of protection at school crossings is the safety patrol. "The School Safety Patrol is an organization of selected boys and girls from the upper elementary grades and junior high school who help schoolmates to avoid street traffic accidents."[13]

"Fundamentally the Patrol member's job is to remind children of safety rules learned in the classroom and to see that they cross the street only when there is a sufficient lull in traffic so that they may cross in safety."[14]

In the development of a School Safety Patrol certain items should be taken into consideration.[15]

1. Secure authorization of school officials - if there

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[13] Marland K. Strasser, et.al. Fundamentals of Safety Education. (New York: The Macmillan Company, 1973), p. 158.

[14] American Automobile Association. Safety Patrol Handbook. 1st rev. ed. (Washington, DC: The Association, 1960), p. 11.

[15] Ibid., p. 11.

has been no patrol in your community approval of the superintendent and/or school board is usually necessary. Once this approval is secured a full discussion of the needs, objectives and methods of operation are necessary.

2. Secure cooperation of interest groups - support by the public is important. It is desirable to gain active cooperation of the Parent-Teacher Association and of the police department.
3. Liability - the question of liability in case of accident to a patrol member is of interest to school officials. In the State of Illinois no liability shall attach either to the school district or any individual, trustee, board member, superintendent, principal, teacher or other school employee by virtue of the organization, maintenance or operation of a school safety patrol organized, maintained and operated under authority of this section.[16]
4. School crossing surveys - traffic engineers should conduct or supervise school crossing surveys to help develop sound school crossing controls for the community. As a result of these surveys, the safest routes to the school can be determined and also the type of traffic control devices needed.
5. Location of patrol posts - it is important to determine what crossing can operate satisfactorily under the guidance of a patrol member. Where vehicular traffic is so very heavy that adequate gaps do not occur it may be necessary to use an adult guard or police assistance.
6. Selection of patrol - the method of selection varies with the individual schools. In most cases, patrol members should be selected from the highest grade level in the school and should possess high character traits. Some schools select two complete patrols. These either alternate every week or one patrol acts as a reserve or recruit group to fill in when regulars are absent. In any event, reserve patrol members should be appointed.
7. Obtain parent consent - service on the patrol should be voluntary. Under no circumstances, however, should pupils be allowed to serve without the consent of either parent or guardian. A special form for securing such consent, which also explains to the parents the aims and objectives of the patrol, should be available.

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[16] The School Code of Illinois "Section 10-22.28, School Safety Patrol." (Minnesota: West Publishing Company, 1974), p. 83.

8. Select patrol officers and outline their duties - every patrol should have a Captain and one or more Lieutenants, one of whom becomes acting Captain in the former's absence. Officers generally serve for a school semester.

   Some of the duties of the Captain are:

   . assigning patrol members to the posts
   . supervising the operation of the patrol
   . keeping patrol records, including attendance
   . etc.

9. Determine periods of duty - patrol duty periods should be determined in advance upon organization of the patrol or at the beginning of the school term to meet the needs of the school. At most schools, fifteen minutes of duty is sufficient before the opening of school in the morning and at noon. During these periods, the patrol members should remain at their posts until the last bell. At noon and after noon dismissals, patrol members leave classes two or three minutes before dismissal and remain on duty until the majority of pupils have passed their posts.
10. Train patrol members before they assume duties - patrol members should be thoroughly trained in their duties before being permitted to take assigned posts. Instruction must include the fundamentals of patrol operation - where and how to stand when on post and what constitutes a sufficient lull in vehicular traffic to permit safe crossing by the pupils. Emphasis should be placed on special hazards and the need for constant alertness.

6.08 School Bus Patrols

Many school districts use students as members of a school bus patrol to assist with the supervisory functions of school bus operation. In this way, the school bus patrol can also play an important part in the education of bus riders. Most often the patrol is thought of as a service group that provides assistance to the driver and the pupil passengers. It is true that patrol members serve as helpers for the driver and students, but at the same time they do much through their example and advice to younger students that must be classed as educational in nature. School officials who are responsible for pupil transportation programs will find bus patrols worthy of consideration as a program helpful in accident prevention and in improving safety education for children.

An important element in the success of the school bus patrol is the teacher-sponsor. Such a sponsor is the link between the school administration and the patrol, the drivers, and the passengers. It is very important to have an interested, enthusiastic faculty member in charge of the patrol, as this gives all concerned a feeling of confidence in the importance of their roles in providing safer pupil transportaion. In addition, the sponsor serves the practical function of directing the coordination of activities of the patrol, the drivers, and the passengers. A number of problems that face the bus drivers can be worked out in meetings of these groups called by the sponsor.

The patrol receives its training from the teacher-sponsor. The specific duties of the patrol will vary somewhat depending upon the size of the bus and the number of passengers carried, as well as on the conduct of the passengers. Also, the traffic situation and the personality and desires of the driver will tend to have an effect on the duties of the patrol members. Nevertheless, there are standard types of duties that bus patrols handle under the supervision of the teacher-sponsor. For example, patrol members usually perform the following duties.

1. Help supervise the loading and unloading of the bus. A patrol member may form the passengers in a line for boarding purposes and see that they enter the bus in an orderly manner. Another patrol member may stay inside the bus and help the students to find their seats and store their books and belongings properly. Also, he/she may assist in checking the attendance.
2. Help maintain order among the passengers. In so doing the patrol probably will see to it that the students remain seated, keep reasonable quiet, keep their bodies inside the bus, and refrain from talking to the driver and tampering with the emergency exit.
3. Help supervise students who cross the road after they have alighted from the bus (and, at times, when boarding). This is particularly true in the case of handicapped students.
4. Help direct the evacuation of the bus in case of an emergency and during evacuation drills.
5. Help control the students in case of an accident.

In selecting the members of the school bus patrol, pupils who have good attendance records are usually chosen first, because it is important that the patrol members handle their work regularly. The use of substitutes at frequent intervals tends to weaken the efficiency of the patrol. Students who are selected to serve on the bus patrol should be capable of assuming, and willing to assume, the responsibility involved. Once the patrol personnel has been selected, it is common practice to assign two members for each bus run. Usually the patrol members assigned are those who live as near the end of the bus route as possible.

Careful selection, assignment, and training of patrol personnel are important factors in the supervision and education of the pupil in observing safe school bus riding practices.[17]

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[17] Marland K. Strasser, et. al. Fundamentals of Safety Education. (New York: The Macmillan Company, 1973), p. 293.

7.0 EVALUATION

7.01 Principles and Techniques of Evaluation

Evaluation of driver and traffic safety education is subject to the same evaluative standards, methods and techniques as in any other school subject. It is important that these evaluations be carefully planned in order to assess effectiveness of program planning and teaching. Supervisory personnel responsible for the driver education program should conduct ongoing evaluation to provide a basis for program improvement. The supervisor and the teacher of driver education should be familiar with evaluation methods as applied to all aspects of the program. Such methods are listed according to three major classifications.[1]

1. Quantitative measurements:

    a. written tests of general knowledge
    b. driving skill tests
    c. tests of attitudes
    d. hazard recognition tests

2. Qualitative measurements:

    a. observations of pupil behavior and attitude
    b. simple ratings by teacher
    c. check lists, course records and reports
    d. student self-appraisals

3. Evaluation by research:

    a. analysis of driver behavior and reactions
    b. public opinion polls
    c. local and state accident trends
    d. follow up studies

Evaluation of driver education can be divided into five major areas:

1. Program Evaluation
2. Physical Facilities Evaluation
3. Instructional Staff Evaluation

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[1] James E. Aaron and Marland K. Strasser. Driver and Traffic Safety Education-Content, Methods, and Organization, (New York: Macmillan Company, 1966), p.280.

4. Student Evaluation, and
5. Instructional Activities Evaluation.

7.01.1 Program Evaluation

The evaluation of the driver and traffic safety education program aims to determine in which way and to what extent the long and short term objectives of the program are being achieved. It involves the examination of the administrative policies and instructional procedures, progress and achievement of the student, and follow-up research on the students. The key to an effective program is continuous evaluation of the total program as it serves to meet the need of each student.

There are numerous evaluative instruments available to the driver education supervisor. In some instances the local school systems may devise a set of evaluative measures based on national and state recommendations, whereas, many other schools may choose to use guidelines available from national organizations or the Illinois Office of Education. If no program evaluation instrument is presently being used, the following are suggested:

1. Evaluative Criteria - published by the National Study of School Evaluation. These criteria are used nationally and recognized by most educators as the best group of rating materials assembled to assess program and curriculum content. Section 4.6 deals specifically with driver education program evaluation and can be purchased for fifty cents from:

   National Study of School Evaluation
   2201 Wilson Boulevard
   Arlington, VA 22201

2. School Safety Education Checklist - this publication evaluates the school's total program and has a complete section devoted to driver education. Copies of this publication may be obtained from:

   American Driver and Traffic Safety
     Education Association
   1201 Sixteenth Street, NW
   Washington, DC 20036

3. National School Safety Honor Roll Program - this program offers schools an opportunity for critical evaluation of their safety education programs. It provides a means of increasing the effectiveness and scope of the school's program while giving recognition for a job well done. For further information write:

   National Safety Council
   School and College Department
   425 North Michigan Avenue
   Chicago, IL 60611

4. Evaluation Criteria for Comprehensive Safety Education, K-12 - this publication is used by the Recognition and Supervision unit of the Illinois Office of Education to evaluate school safety programs. This evaluation is usually done every seven years and may have bearing on a particular school receiving or not receiving reimbursement for their driver education program. (refer to 9.06.2).

All the above publications may be used as guidelines to improve not only the driver education program but the total safety education program within each school.

7.01.2 Physical Facilities Evaluation

Regular classroom facilities should be provided for such instruction. It is recommended that the number of students scheduled for driver education classes be the same as the other classroom subjects. Research indicates that in the acquisition of facts little difference exists in the effectiveness of instructional methods. However, the discussion and personal involvement prove superior in terms of retention of information, perception, recognition of relationships, and the formation of attitudes and behavior patterns; all of which are objectives of driver education.

The following criteria may be considered when evaluating the physical facilities in the driver education program.

1. Storage space for records, materials, and equipment should be provided and be readily available for use when needed.

2. Simulator classrooms should be conveniently located to the regular classroom to encourage program integration and continuity.
3. Driver education cars are used only for instructional purposes.
4. The multiple-car facility is located to provide maximum efficiency and effectiveness.
5. A special room with adequate equipment and facilities is provided for driver education.

7.01.3 Instructional Staff Evaluation

The quality and success of driver education are primarily dependent upon the individual teacher. A well prepared teacher assigned to driver education on a full-time basis or for the major portion of his teaching assignment should ensure the continuation of better quality, trouble-free, and comprehensive programs. Before learning can be improved, it is necessary that the teacher be able to determine if he has achieved his purposes and the objectives of the students. The evaluation of instruction will indicate to the teacher the degree to which he has approximated his goals and the value of the conditions under which learning has taken place.

It is the primary responsibility of the supervisor to render assistance to the teacher that will make it possible for him to determine how nearly the learning process is producing the educational results desired. Examples of evaluative instruments that may be used by the supervisor are located in section 9.06.1.

Some evaluative criteria that may be considered by the supervisor are as follows:

1. Continually grows in knowledge of the total area of traffic safety and accident prevention as this knowledge is made available through research and traffic safety specialists.
2. Becomes informed about current developments in teaching methodology.
3. Becomes involved personally through students in action research and school and community safety activities.
4. Participates actively in professional organizations dedicated to safety.

5. Maintains active participation in inservice education through formal study, workshops, and other professional activities related to traffic accident prevention.
6. Makes provisions for the correlation of driver education with other areas of learning.
7. Carries on a regular process of public relations involving communications media and community leaders.
8. Maintains and exhibits and exemplary personal driving record.
9. Selects and develops adequate instructional materials, teaching and evaluation procedures.
10. Is personally acquainted with the police, traffic court, judges, traffic engineers, and other local officials with traffic accident prevention responsibilities.
11. Surveys and recognizes local traffic problems and utilized the community as a laboratory for continuing education.
12. Attends at least one or preferably two conferences, workshops, or institutes in driver education each year.

7.01.4 Student Evaluation

Evlauation of the student should reflect competence in the components of the driving task. These components should be derived from a job analysis of the dirving task as a whole--that is, the fuctions from operative skills to social and civic responsibilities of the driver. Evaluation of both classroom and laboratory instruction should be directed at assessments of driver capabilities in the following areas:[2]

1. Knowledge. Basic knowledge of vehicles, drivers, highways, rules of the road, and safe driving pratices (including those involved in emergency situations) is essential to safe and efficient motoring on public highways. Knowledge of this type can be assessed through:

    a. standard or teacher-made written test
    b. visual tests of recongition and understanding of traffic hazards

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[2] Ibid., pp 282, 283, 284.

c. instructor observations or ratings in class and in the practice-driving car.

2. Psychophysical Functions. Evaluation of driver abilities as related to psychophysical performance should be placed upon assessment of perceptual abilities, speed, and accuracy of correct responses to decisions. Such determination can be made through use of:

   a. appropriate vision-testing equipment
   b. tachistoscope for improvement of ability to recognize traffic cues
   c. filmstrips or slides (can be homemade) in flash presentations
   d. individual exercises to improve peripheral vision and depth perception
   e. commentary driving technique.

3. Attitudes and Personality Factors. The importance of attitudes and personality to safe driving has been repeatedly verified through research. Attitudes and personality are related and, therefore, cannot be separated. Both can be changed or modified through educational processes and other measures. It should be understood, however, that this is a difficult process. At the present time evaluation of driver attitudes and personality factors can be accomplished with varying degrees of success through:

   a. paper and pencil tests and other kinds that have been validated with some degree of confidence.
   b. systematic observation of driver behavior by qualified teachers, guidance counselor, and school psychologists.

For examples of student evaluation instruments that may be used in the various phases of the driver education program, refer to section 9.06.03.

Not only should the student be evaluated for his capabilities, but also be given the opportunity to evaluate the program. Since students are the true products of the program many times they can identify problem areas and make constructive suggestions for needed program improvements. These suggestions can further improve the program to better meet the needs of future students. Examples of suggested student course evaluation instruments are in section 9.06.4.

7.01.5 Instructional Activities Evaluation

Generally, instructional methods used will vary in terms of student needs, class size, type of learning experience, teacher strengths, facilities, and the indiviudal school program.

Any new instructional method used should be selected because of its appropriateness for specific subject matter. A method used effectively for one area may be completely ineffective when used in another area. Therefore, it is essential that teachers evaluate the various methods and techniques used in the driver education program.

Evaluative Criteria:

1. Course organization provides for classwork, consisting of discussions, assigned reading, project work, and supervised field trips
2. An organized file of reference material and unbound information on driver education is maintained in the high school library or in a small classroom library area
3. All instructional materials used in driver education are carefully selected and educationally sound
4. Comprehensive tests are used to measure student progress in both classroom work and practice driving.

8.0 PUBLIC RELATIONS

8.01 Role of the Supervisor

The Supervisor can not disregard the need for positive public relations. Driver Education activities are constantly under the surveillance of the public. Informed of the objectives, a community is more likely to respond favorably.

Administrators, supervisors, and teachers have equal responsibility for providing the best course possible and publicizing its effect. No program can realize its goals without serious, enthusiastic cooperation of the leadership.

Students play the most important role in driver education public relations since a good product is a program's best advertisement. Parental support, dealer support, faculty and administration support, community support, legislative support and groups and agencies support are all needed to build stronger and better programs. The key is the teacher. He/she is public relations, personified.

Start with the mass media--radio, newspapers, television. Suggest feature stories about the program. Invite participation. Supply background materials on driver education and prepare articles about class projects (e.g., traffic surveys, condition surveys, action research organizations).

Offer program ideas for television or radio. Student forums, discussion of safety tips before holidays, and documentary showing how driver education is taught are all good program suggestions. Teachers may want to present programs themselves to influence and instruct the public about their course. Talks before civic, religious, or service clubs can be an important means of publicizing the program.

From these points one can see that the role of the supervisor in driver and traffic safety education is that of implementing and coordinating an effective public relations program.

8.02 Community Support

Citizens of a community support and finance the total educational program including driver education; agencies provide funds for traffic safety, and public officials deal directly with traffic problems. To inform such agencies and officials of the objectives, goals, methods, and achievements of students in the program is critical to the worth of the program within a community. Publicity regarding the driver education course should be part of each school's public relations activities. The true nature of a driver education course in relationship to the whole school program should not be obscured; and all relationships of the school with or to the community should be fair, ethical, cooperative, and conscientiously planned.

8.03 Role of the Instructor

Driver education public support really begins with the private support of only one person--the teacher. The quality and success of driver education is dependent upon the individual teacher who is well qualified, interested, informed, enthusiastic, and ambitious. No other teacher has as much opportunity to exhibit teaching methods and effectiveness as the driver education teacher. It is that teacher's responsibility to provide a course that is unchallengeable, be informed of the latest techniques, be an authority on traffic law and demonstrate personal behavior exemplary of his/her position.

No amount of effort can overcome the adverse publicity an incompetent instructor may create. The teacher is the key to the whole effort and, therefore, the board of education and school administration, through assignment of personnel, share the responsibility for providing instruction of the highest quality. If the proper teacher-student relationships exist, positive public relations are automatic. A satisfied "customer" is the best advertising available. Each student is an emissary of not only the school, but of each course he or she has taken. Student-parent conversations are bound to insure public awareness of the program and its values. Some methods which may help to develop interest are:

1. Distribution of materials, pamphlets and brochures.
2. Interesting displays and bulletin boards.
3. Use of resource persons.
4. Encouragement of students to conduct community and school surveys.
5. Publish class projects in school publications.
6. Conduct field trips.
7. Utilization of service projects.

Teachers of driver education often have the opinion that society has accepted the program, and there is little need for publicizing the activities of the course. Although many people are "sold" on the value of driver education, they are becoming more sophisticated in their recognition of what constitutes a proper course. If teachers and administrators plan, prepare and conduct a course designed to be most beneficial to each student enrolled, and if recommended standards are followed strictly, parents and the general public will be satisfied.

It is also well to remember that the attitude and interest displayed by teachers of driver education in one community have a direct reflection on the teachers of programs of other communities. Their responsibility is not only to the students, parents, and school of their community, but also to the total program of driver education in the State of Illinois. Activity and conduct while teaching publicizes the program's worth. Those teachers who exhibit poor personal habits or unprofessional behavior should reflect on these activities in terms of public relations. Viewed by the public, questioned by the students, and challenged by the administration, they can only result in negative publicity.

8.04 Administrative Support

Administrators should recognize the public relations value of prompt and effective methods of scheduling students for the complete driver education program. Since the course is required by law for youth who have not reached the age of 18 years in order to be licensed to drive a motor vehicle, good community relationships are generated when good programs are readily available for eligible students. It is essential that the method of student enrollment be publicized; and that an open channel for student requests exists.

Because driver education must be provided and the law requires the course for the licensing of youth, administrators are encouraged to organize the program as an integral part of the school's academic activity, thus, insuring availability and influencing the value of the course and subsequent support from the public.

8.05 Automobile Dealer Support

The dealer who supplies free loan vehicles must be considered as one of the most important contributors to any program. A personal relationship should exist between the dealer and the program. Without such support schools would find it most difficult to present the course. The automobiles used serve not only to advertise the dealer, but also to publicize the driver education program. Vehicles should be kept clean, well maintained, and used specifically for the purpose intended. Use of the vehicle to attend athletic events, transport students to activities, for other school or personal business should be discouraged. Mileage accrued from such use cannot be charged to driver education costs and the publicity received from this practice is always negative. Schools are finding it more and more difficult to obtain free loan vehicles, and the cooperation of all schools is imperative to its continuation. Periodic recognition and appreciation notifications should be made both privately and publicly to dealers. Supervisors should take the initiative to give recognition to the participating dealers. Suggested methods for giving recognition to dealers are as follows:

1. Present the dealers a plaque of appreciation to hang in his showroom
2. Send personal letters of appreciation from driver education supervisor (See Appendix G)
3. Send Christmas cards
4. Organize a luncheon in the dealers honor inviting school administration and other people involved with driver education program (Insurance agents, Police, etc.)
5. Include a list of participating dealers in letters sent to the parents (See Appendix F)
6. Make personal visits to the participating dealers instead of communicating constantly over the phone
7. Invite the dealer to visit the school's driver education facilities for instance range facility while vehicles are in operation
8. Inform the driver education students that the vehicles they are using are loan vehicles from specific dealers
9. Ask local newspapers to publish pictures of dealers presenting loan vehicles to the driver education supervisor
10. Include on vehicle identification sign name of sponsoring dealer.

8.06 Faculty Support

No one can expect strong support from faculty and administration who has little understanding of the nature and value of the course. The guidance counselor should be the first to recognize the personal rapport and relationships that exist between teacher and student in driver education. Working with the counselor, a driver education teacher's observations can be immensely valuable. So, too, the counselor is in a position to advise and direct students concerning driver education and can be a direct influence in student's appreciation of the course.

Other members of the faculty are in a similar position to reflect with students about the value of a program. More are experts in their field and may be able to explain some of the technical aspects of driving, as well as the driver education teacher. Other teachers should be able to look to the Safety Education Unit for materials and information to be used by students for their classes. This is especially true when topics for themes, speeches, or other communication needs are suggested. Certainly the motivation is there for the youngster. Teachers of other subjects may be stimulated by this motivation to capitalize on the educational value and not only enhance their course, but also learn more about the program through their students.

It is most important that the administration be fully informed of the objectives, organization and extent of participation in the course. Such items as teacher schedules, student schedules, course outlines and plans, and special arrangements are to be cooperative efforts with the administration for each organized session. The principal must have direct information about the program and may even be invited to participate, thus lending more prestige to the course.

All records, reports, and procedures should be prepared conscientiously and duties and responsibilities dispensed with promptness and accuracy. The administration should also be made aware of legislation, pending or passed, relative to the driver education program.

8.07 Groups and Agencies Support

Many other groups and people can lend prestige to the driver and traffic safety education course and also contribute substantially to its impact. Lawyers, judges, traffic police officers, license examiners, insurance representatives, and highway engineers can present much from experience. In addition, various civic clubs and organizations, religious groups and industries can help in a favorable public image. All groups must be aware of the aims and objectives of the program and solicitation of their suggestions may help improve the course and support from such organizations has a definite impact on its worth in the community.

8.08 Legislative Support

Inform your local, area, and state public officials about the need for public support of the driver and traffic safety education program. Legislators need to be provided with factual data that will help in them understanding the various points and issues which are of concern to the supervisor. Supervisors should work with interested citizen groups who will help promote the ideas and driver education legislation which would benefit the program and the community. The supervisor can act as a consultant in this regard.

8.09 Parent Support

It should be the first consideration for publicity of any driver education course to keep parents informed. Common courtesy would suggest that they be cognizant not only of what the course is about, but also of their student's activities within and responsibilities to the program. Many parents assume that driver education consists of the kind of training they would be able to give their youngsters themselves. Let them know of the scope and nature of the material to be covered.

Parents should be provided with information concerning the driver education program's requirements and enrollment age. Students and parents can plan accordingly and the school will have a more reliable guide for enrollments each session.

After students are enrolled, parents should be provided with information concerning the purposes and structure of the course, legal and moral restrictions and responsibilities, and student progress. Some schools are now encouraging parents to become even more involved with the Driver Education program by having them participate in an At-Home Practice Driving Instruction Program. An example of materials that have been developed for the parent participating in such a program are located in Appendix J.

A letter to the parent upon completion of the course is recommended. It should emphasize student needs and outline parent responsibilities and guidance for giving supplemental driving experience (See Appendix F).

8.10 Student Support

Students play the most important role in driver education public relations since a good product is a programs' best advertisement. Because of the direct participation in the program, and more specifically the laboratory portion, the student determines definite opinions about the value of driver education. The supervisor has a unique opportunity to motive himself and the other driver education teachers to set a good example, be interested in the program, and provide a challenging and worthwhile program in which it is exciting to participate.

9.0 RESOURCES AND MATERIALS

9.01 State Administrative Guides

Your school should have copies of the following state guides. If it does not, contact your Regional Educational Specialist from the Illinois Office of Education and he/she will deliver one to your school.

9.01.1 Safety Education K-3, Vol. 1

9.01.2 The School Code of Illinois

9.01.3 Safety Education Units for Illinois Elementary Schools, K-8

9.01.4 Illinois Vehicle Code

9.01.5 Driver Education for Illinois Youth

9.02 Role of the Driver and Traffic Safety Education Supervisor in Obtaining Resources and Materials

The supervisor plays an important role in the collection, organization, and distribution of resources and materials for each Driver and Traffic Safety Education Program.

The first step is the collection of the materials. Two methods of collection are through the mail and conventions. The supervisor will probably be the person receiving all the incoming mail sent to the school relating to this subject area. This mail may contain important information regarding new materials (films, pamphlets, teaching devices, etc.) that could prove valuable to the program. Also, the supervisor usually represents your school at the local, state and national Driver and Traffic Safety Education Conventions. These conventions are most informative due to the introduction of new texts, audio-visual materials, teaching methods, and the chance to exchange ideas with other instructors. The supervisor can capitalize on the available information to keep him abreast of present trends in the field.

Once the materials are collected, which is a continual endeavor, the supervisor must decide upon a systematic method to organize the materials. This may mean the development of a library for the driver and traffic safety education program. If this suggestion is not feasible then a file cabinet or other storage facility can be used. Regardless of the method or organization, the important thing to remember is to keep the materials in a location where it is easily accessible by the driver education staff.

The last task and probably the most important is the distribution of this material. Information stuck away in cabinets, desk drawers, desk tops, or just in your mind will not aid in the improvement of your program. This material will prove to no avail unless it is conveyed to your driver education staff. This can be accomplished through a weekly, monthly newsletter, staff meetings, or departmental memo. Regardless of the means the supervisor must make it a point to inform his staff of the available materials and trends in the driver education area.

In conclusion, the supervisor plays a vital role in the materials and resource area. If he does not do his part his/her program will have difficulty keeping in step with the driver education field.

9.03 Audio-Visual Sources

Numerous instructional films are available which can be used to support in-car instruction. The teacher should write the following sources requesting copies of film directories and information regarding procurement.

AEtna Life & Casualty, 151 Farmington, Hartford, Connecticut 06115
AIMS Instructional Media Services, P. O. Box 1010, Hollywood, California 90028
Allstate Enterprises, Driver Education Services, Allstate Plaza, F3, Northbrook, Illinois 60062
American Safety Belt Council, 1717 North Highland Avenue, Hollywood, California 90028
Association Films, Inc., 512 Burlington Avenue, LaGrange, Illinois 60525
Coronet Instructional Films, 66 East South Water Street, Chicago, Illinois 60601
Ford Motor Company,Film Library, The American Road, Dearborn, Michigan 48121
General Motors Corporation, Film Library, G.M. Bldg., Detroit, Michigan 48202
International Film Bureau, Inc., 332 South Michigan Avenue, Chicago, Illinois 60604
Modern Talking Picture Service, Inc., 1212 Avenue of the Americans, New York, New York 10036
Motion Picture Production Center, University of Illinois, 501 South Wright Street, Champaign, Illinois 61820

National Safety Council, 425 North Michigan Avenue,
Chicago, Illinois 60611
Safety Centers Inc., 25 Reservoir Avenue, Providence,
Rhode Island 02907
Shell Film Library, 50 West 50th Street, New York,
New York 10020
Southern Illinois University, Learning Resources Services, Carbondale, Illinois 62901
The Jam Handy Organization, 2821 East Grand Boulevard,
Detroit, Michigan 48200
American Family Insurance Group, P.O. Box 471, Madison,
Wisconsin 53701

9.04 Organizational Resources	Materials Available
AAA Foundation for Traffic Safety 8111 Gatehouse Rd. Falls Church, VA 22042	Driver Education Pamphlets
Accident Prevention Dept. Academy of Pediatrics, Inc. Evanston, IL 60204	Infant Safety Poison Prevention
Accident Prevention Dept. Assoc. of Casualty & Surety Co. 110 William Street New York, NY 10038	Fire Prevention Insurance
Allstate Insurance Co. Accident Prevention Manager Allstate Plaza Northbrook, IL 60062	Driver & Traffic Safety Pamphlets, Films, etc.
American Assoc. for Automotive Medicine 801 Greenbay Rd. Lake Bluff, IL 60044	Alcohol, Drugs and Driving Fatigue and Driving Seatbelt Usage
American Automobile Assoc. 8111 Gatehouse Rd. Falls Church, VA 22042	School Boy Patrol Bicycle Safety Pedestrian Safety Driver Education Information
American Bar Association Traffic Court Program 1155 East 60th Street Chicago, IL 60637	Traffic Court Programs
American Chain Division 454 East Pricess St. York, Penn. 17403	Automotive Tires Information
American Driver & Traffic Safety Ed. Assoc. 1201 16th Street, N.W. Washington, D.C. 20036	Driver & Traffic Safety Info.

Organizational Resources	Material Available
American Family Insurance Group P.O. Box 471 Madison, Wisconsin 53701	Driver Ed. Films Fire Prevention Films Farm Safety Films Pupil Transportation Films
American Fire Insurance Companies Engineering Dept. 80 Maiden Lane New York, NY 10007	Fire Prevention Fire Insurance
American Honda Motor Co. Inc. 100 West Alondra Boulevard Gardena, Calif. 90247	Motorcycle and Motor Driven Cycle Information
American Insurance Assoc. 85 John Street New York, NY 10038	Automobile Insurance
American Medical Assoc. Committee on Medical Aspects of Automobile Sfty. 535 N. Dearborn Street Chicago, IL 60610	Child Restraint Systems Seat Belt Usage Mandatory Seat Belt Laws
American Motorcycle Assoc. 5655 North High Street Worthington, OH 43216	Motorcycle Safety and Instruction
American Mutual Alliance 919 North Michigan Chicago, IL 60611	Insurance
American Oil Co. Supervisor, Youth & Ed. Activities Amoco Oil Company 200 East Randolph Chicago, IL 60601	Lead Free Gasoline
American Optometric Assoc. 700 Chippewa St. Louis, MO 63119	Vision and Driving

Organizational Resources	Materials Available
American National Red Cross 17th and D Street Washington, D.C. 20013	First Aid Water Safety
American Society of Sfty. Engineers 850 Busse Highway Park Ridge, IL 60068	Environmental Safety
American Transit Assoc. 299 Madison Avenue New York, NY 10017	Mass Transit
Bicycle Manufactures Assoc. Inc. 122 E. 42nd Street New York, NY 10017	Bicycle Safety
Chicago Motor Club 66 East South Water Chicago, IL 60601	Bicycle Safety Pedestrain Safety School Patrol Driver Ed. Pamphlet
Consumer Product Sfty. Commission Washington, D.C. 20016	Bicycle Safety
The Council for Responsible Driving 6518 North Sheridan Road Peoria, IL 61614	Safety Parks Pedestrian Safety Bicycle Safety
Country Companies Public Relations Dept. Box 575 Bloomington, IL 61701	Driver Ed. Pamphlets Alcohol and Driving Bicycle Safety Fire Prevention Home Safety
Dray Publication, Inc. Deerfield, Mass. 01342	General Safety Pamphlets (Mainly Cost Items)
Employers Mutual of Wausau Safety Engineering Dept. 407 Grant Street Wausau, Wisconsin 55402	Insurance

Organizational Resources	Materials Available
Eno Foundation for Highway Traffic Control Saugatuck, Conn. 06880	Publish *Traffic Quarterly*
The Firestone Tire & Rubber Co. Dept. of Public Relations Akron, Ohio 44317	Automobile Tires
Ford Film Library Educational Affairs Dept. Dearborn, Mich. 48120	Free Loan Driver Ed. Films
General Federation of Women's Clubs 1734 N. Street, N.W. Washington, D.C. 20025	General Safety
General Motors Corp. Audio-Visual Services Public Relations Staff Room 1-101 3044 West Grand Boulevard Detroit, Mich. 48202	Automobile Engine Air Pollution Driver Education Pamphlets and Free-Loan Films
Hartford Insurance Group Supply Dept. - Goodwill Unit Hartford Plaza Hartford, Conn. 06115	Snowmobile Safety Driver Education Pamphlets
Highway Research Board National Academy of Sciences 2101 Constitution Ave. Washington, D.C. 20418	Publish "Highway Research Record"
Highway Traffic Safety Center Michigan State University East Lansing, Mich. 48823	Highway Engineering Alcohol and Driving Enforcement

Organizational Resources	Materials Available
Highway Users Federation for Safety and Mobility Highway Safety Division 1176 Massachusetts Ave. Washington, D. C. 20006	Visual Perception Driver Education Information
Illinois Insurance Information Service 3402 Board of Trade Bldg. 141 West Jackson Blvd. Chicago, IL 60604	Driver Education Information Insurance
Institute of Traffic Engineers Director of Technical Affairs 1815 N. Fort Meyer Dr. Arlington, VA 22200	Careers in Traffic Engineering
Insurance Institute for Highway Safety Suite 600, Watergate Office Bldg. 2600 Virginia Avenue Washington, D.C. 20037	Vehicle Safety Seat Belt Usage
Interstate Commerce Commission Bureau of Motor Carriers Safety Section Washington, D .C. 20000	Semi Trailers
Kemper Insurance Co. Public Relations Dept. 4750 Sheridan Rd. Chicago, IL 60640	Fire Prevention Alchol Information Child Safety

Organizational Resources	Materials Available
Liberty Industries Assoc., Inc. 53 East Main Street Moorestown, NJ 08057	Skid Control Program Evasive Maneuvers
Metropolitan Life Insurance Company Safety Consultant Health and Welfare Div. 1 Madison Ave. New York, NY 10010	Disaster Preparedness Child Safety
Motorcycle Safety Found. 6755 Elkridge Landing Rd. Linthicum, MD 21090	Motorcycle Safety and Instruction
National Association of Automotive Mutual Insurance Companies 919 No. Michigan Chicago, IL 60611	Insurance
National Assoc. of Motor Bus Operators Hill Buildings Washington, D.C.	Pupil Transportation
National Assoc. of Mutual Casualty Companies 919 North Michigan Chicago, IL 60611	Insurance
National Assoc. of Mutual Insurance Agents Investment Building Washington, D.C. 20006	Insurance
National Clearinghouse for Alcohol Information P. O. Box 2345 Rockville, MD 20854	Excellent Alcohol Information

Organizational Resources	Materials Available
National Committee On Traffic Law Enforcement 744 Broad Street Newark, NJ 07100	Law Enforcement
National Congress of Parents and Teachers 700 North Rush Street Chicago, IL 60611	Alcohol and Drugs School Safety Block Parent Program
National Highway Traffic Safety Admin. General Services Division, NHTSA Washington, D.C. 20590	Alcohol and Driving Seat Belt Usage Driver Education Information
National Safety Council 425 North Michigan Ave. Chicago, IL 60611	Publish "Accident Facts" General Safety Industrial Safety Driver Education Pamphlets, Films, etc.
Nationwide Insurance Safety Department 246 North High Street Columbus, Ohio 43215	General Safety Fire Prevention
Northwestern University Traffic Institute 1705 Judson Ave. Evanston, IL 60201	Traffic Safety Information
Physicians for Automotive Safety 527 Morris Ave. Springfield, NJ 07081	Child Restraint System Seat Belt Usage
Prudential Insurance Co. of America Public Relations and Advertising Newark, NJ 07102	Insurance

Organizational Resources	Materials Available
Safe Winter Driving League 625 North Michigan Ave. Chicago, IL 60611	Winter Driving
Safety Center Southern Ill. University Carbondale, IL 62901	Driver Education Information Alcohol and Driving Evasive Maneuvers First Aid General Safety
State Farm Insurance Companies Public Relations Dept. One State Farm Plaza Bloomington, IL 61701	Vehicle Theft Alcohol and Driving
Tire Industry Safety Council Director Suite 766 National Press Bldg. Washongton, D.C. 20004	Catalog of Free Ed. Aids from the Tire and Rubber Industry Automobile Tires
Traveler's Insurance Co. Public Relations and Advertising Dept. One Tower Square Hartford, Conn. 06115	Insurance
Underwriter's Laboratories, Inc. 207 East Ohio Street Chicago, IL 60611	Fire Prevention Electrical Information
Union Carbide Corp. Consumer Products Div. 270 Park Ave., 9th Floor New York, NY 10017	Automobile Engine Automobile Coolant
United States Department of Transportation Federal Highway Administration Donohoe Building 6th and D Streets, S. W. Washington, D.C. 20591	Highway Safety

Organizational Resources	Materials Available
United States Fidelity & Guaranty Company Fidelity and Guaranty Insurance Underwriters, Inc. Baltimore, MD 21233	Insurance
United States Junior Chamber of Commerce Akdar Building Tulsa, Okla. 74100	Alcohol Information Poison Prevention Fire Prevention

9.05 Periodicals

Accident Analysis & Prevention. Published quarterly by Pergamon Press Ltd., Headington Hill Hall, Oxford OX3 OBW, England.

Accidents Facts. Published annually by National Safety Council, 425 N. Michigan Ave., Chicago, IL 60611.

American Association for Automotive Medicine Quarterly. Published quarterly by the AAAM, 801 Green Bay Road, Lake Bluff, IL 60044.

Analogy. Published by Driver Education Section, Allstate Insurance Company, Allstate Plaza, Northbrook, IL 60062.

Automobile Facts and Figures. Published by Motor Vehicle Manufacturer Association of the U.S., 320 New Center Building, Detroit, Michigan 48202.

Concepts. Published by D-A, AEtna Life and Casualty, 151 Farmington Avenue, Hartford, Connecticut 06115.

Driver Education Digest. A General Motors quarterly available from: Pipeline Playback, P.O. Box 5300, Detroit, Michigan 48211.

Driver Education Newsletter. Published by Driver Education Section, National Safety Council, 425 N. Michigan Ave., Chicago, IL 60611. (Free).

Education Leadership. Published monthly October through May by The Association for Supervision and Curriculum Development, 1201 Sixteenth Street, N.W Suite 428, Washington, D.C. 20036.

Educational Technology. Published monthly by Educational Technology Publications, Inc., 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632.

Family Safety. Published quarterly by the National Safety Council, 425 N. Mighican Avenue., Chicago, IL 60611.

Highway User. Published monthly by Highway Users Federation for Safety and Mobility, 1776 Massachusetts Ave., N.W., Washington, D.C. 20036 (Free).

Human Factors. Published bimonthly by the John Hopkins University Press, Baltimore, Maryland 21212.

Journal of Traffic Safety Education. Published by Calif. Driver Education Association, Los Alamitos, Calif. 90720.

Journal of Safety Research. Published quarterly by the National Safety Council, 425 N. Michigan Ave., Chicago, IL 60611.

Perception. Published by Allstate Insurance Company, Allstate Insurance Company, Allstate Plaza, Northbrook, IL 60062.

Safety Educator. Published by the National Safety Council, 425 N. Michigan Avenue, Chicago,IL 60611.

Traffic Quarterly. Published by Eno Foundation for Highway Traffic Control, Saugatuck, Connecticut 06880.

Traffic Safety. Published monthly by National Safety Council, 425 N. Michigan Ave., Chicago, IL 60611.

9.06 Evaluative Materials

9.06.1 Instructor Evaluation

Each supervisor should evaluate each member of his driver and traffic safety education staff at least two times a year in each of the instructional phases. The following instruments are designed to evaluate the practice driving, simulation and multiple-car range instructional phases.

IN-CAR EVALUATION INSTRUMENT
SAFETY CENTER
SOUTHERN ILLINOIS UNIVERSITY

TEACHER:______________________ TERM______________YEAR_______
LESSON TAUGHT:________________ EVALUATION NUMBER____________
EVALUATOR_____________________ DATE__________ TOTAL SCORE____

1. The teacher verbally describes the lesson objectives to the student — Effective Ineffective
SCORE MULTIPLIER PRODUCT
.9

---

2. Teacher demonstrates care in preparation and planning of each lesson. — Effective Ineffective
SCORE MULTIPLIER PRODUCT
.9

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3. The teacher displays a controlled knowledge of the subject matter — Effective Ineffective
SCORE MULTIPLIER PRODUCT
.9

---

4. The instructor reviews the important concepts of the previous lessons with the student — Effective Ineffective
SCORE MULTIPLIER PRODUCT
.7

---

5. When applicable the instructor provides skilled demonstration for the students. — Effective Ineffective
SCORE MULTIPLIER PRODUCT
.8

---

6. The instructor maintains adequate control of voice throughout the session — Effective Ineffective
SCORE MULTIPLIER PRODUCT
.7

---

7. The instructor demonstrates the ability to meet and utilize new situations Effective Ineffective

SCORE MULTIPLIER PRODUCT
.8

8. The instructor demonstrates vitality and enthusiasm while teaching Effective Ineffective

SCORE MULTIPLIER PRODUCT
.7

9. The teacher continually evaluates the student's progress throughout the lesson. Effective Ineffective

SCORE MULTIPLIER PRODUCT
.8

10. The teacher secures and retains the interest of the pupil throughout the lesson. Effective Ineffective

SCORE MULTIPLIER PRODUCT
.8

11. Teacher allows the student to progess in a logical, sequential manner Effective Ineffective

SCORE MULTIPLIER PRODUCT
.8

12. The instructor allows and utilizes practice time efficiently. Effective Ineffective

SCORE MULTIPLIER PRODUCT
.8

13. The instructor maintains a professional student-teacher relationship. Effective Ineffective

SCORE MULTIPLIER PRODUCT
.8

14. The instructor exhibits a personality appropriate to a teaching-learning situation. Effective Ineffective

SCORE MULTIPLIER PRODUCT
.6

---

15. The instructor maintains a professional attitude and behaves in a professional manner. Effective Ineffective

SCORE MULTIPLIER PRODUCT
1.0

EVALUATION INSTRUMENT FOR DRIVING SIMULATION TEACHERS*

Experimental form TOTAL SCORE_____

TEACHER:____

Indicate One:

1. Driving Simulation Teaching Experience, Years:________
2. Enrolled in Driving Simulation Teacher Preparation Course____

OBSERVER:____

Check One:

1. Instructor of Driving Simulation Course:______________
2. Supervisor:____
3. Other (Specify):_____________________________________

Driving Simulation Lesson Taught________________________________

Date:_________________________

*This instrument is Copyrighted, 1970 by Dale O. Ritzel, Southern Illinois University, Carbondale, Illinois 62901. All rights reserved. No part of this instrument may be reproduced in any form or by any means without permission in writing from the author.

INSTRUCTIONS:

1. Complete the necessary information indicated on page one, except for "TOTAL SCORE"

2. Read and become familiar with the seventeen teacher actions evaluated on the instrument before you proceed.

3. Proceed throughout the evaluation instrument determining the score and product for each action as you go along. Write in the appropriate form which is provided on the last page. Write the total score on the last page and also on the top of page one on the designated line. The total possible score is 67.5 points.

4. In the "Score" blank proceeding each item, a scoring range of 0-5 is possible, derive the score for each teacher action from the scoring instructions and indicate your score in the "Score" space.

5. The evaluation score which you indicate should be multiplied by the "Multiplier" in the middle column and the resulting "Product" should be written in the right hand column.

6. When determining each response observe in regard to a teacher action, list the effective and ineffective teacher behaviors in the space provided following the scoring instructions.

7. Summarize on the last page the overall effectiveness of the teacher being evaluated.

TEACHER ACTION

Teacher introduces the driving simulation lesson by:

1. Using enrichment instructional techniques to analyze the purpose and functions of the lesson. (Discussion)
    a. For the effective use of enrichment instructional techniques in this lesson introduction score 5 points.
    b. For each ineffective use of introductional analysis of the lesson deduct 1 point from the maximum of 5.
    c. List the effective techniques used:
    d. List the ineffective techniques used:

SCORE	MULTIPLIER	PRODUCT
	.8	

2. Using enrichment instructional techniques to help students master procedural and perceptual skills.
    a. For the effective use of enrichment instructional techniques in this lesson introduction score 5 points.
    b. For each ineffective use of the introduction in helping mastery of skills for the student deduct 1 point from the maximum of 5.
    c. List the effective techniques used.
    d. List the ineffective techniques used.

SCORE	MULTIPLIER	PRODUCT
	.8	

TEACHER ACTION

Teacher Used Enrichment Teaching Aids or Devices to Implement Concepts and Procedures:

3. Before teaching the flim segment of the lesson.
    a. For the effective use of teaching aids or devices (charts, chalkboard, etc.) in implementing concepts and procedures, score a maximum of 5 points.
    b. For each ineffective use of a teaching aid or device, deduct 1 point from the maximum of 5 points.
    c. List each effective teaching aid or device used:

    d. List each ineffective teaching aid or device used:

SCORE	MULTIPLIER	PRODUCT
	.8	

TEACHER ACTION

Teacher Used Enrichment Teaching Aids or Devices to Develop Perceptual Skills:

4. Before teaching the flim segment of the lesson.
   a. For the effective use of enrichment teaching aids or devices (filmstrips, slides, etc.) in perceptual development, score 5 points.
   b. For each ineffective use of enrichment teaching aids or devices, deduct 1 point for each action up to a total of 5 points.
   c. List effective teaching aids or devices used:

   d. List ineffective teaching aids or devices used:

SCORE	MULTIPLIER	PRODUCT
	.8	

5. During the teaching of the film segment of the lesson.
   a. For the effective use of teaching aids or devices, i.e. flashlight pointer, etc. in perceptual development, score 5 points.
   b. For each ineffective use of enrichment teaching aids or devices, deduct 1 point for each action up to a total of 5 points.
   c. List effective teaching aids or devices used:

   d. List ineffective teaching aids or devices used:

SCORE	MULTIPLIER	PRODUCT
	.7	

TEACHER ACTION

Teacher used enrichment instructional methods and procedures during the teaching of the simulation film segment of the lesson by:

6. Stopping the film to assess traffic situation(s).
    a. If the lesson requires no stopping of the film, score a maximum of 5 points.
    b. From the maximum of 5 points, deduct 1 point for each improper use of assessing a traffic situation by stopping the film.
    c. List the effective assessments used:
    d. List the ineffective assessments used:

SCORE	MULTIPLIER	PRODUCT
	.8	

7. Reversing the film to assess traffic situation(s).
    a. If the lesson requires no reversing of the film, score a maximum of 5 points.
    b. From the maximum of 5 points, deduct 1 point for each improper use of assessing a traffic situation by reversing the film.
    c. List the effective assessment used:
    d. List the ineffective assessments used:

SCORE	MULTIPLIER	PRODUCT
	.7	

TEACHER ACTION

Teacher used enrichment instructional methods and procedures during the teaching of the simulation film segment of the lesson by: (Continues)

8. Running the film on silent speed or with no sound to assess traffic situation(s).
   a. If the film requires no running of the film on silent speed or with no sound, score a maximum of 5 points.
   b. From the maximum of 5 points, deduct 1 point for each improper use of assessing a traffic situation by running the film on silent speed or with no sound.
   c. List the effective assessments used:
   d. List the ineffective assessments used:

SCORE	MULTIPLIER	PRODUCT
	.7	

9. Interjecting ideas and comments while teaching the film.
   a. If the lesson does not require interjecting of ideas and comments while the film is running, score a maximum of 5 points.
   b. From the maximum of 5 points, deduct 1 point for each improper use of assessing a traffic situation by interjecting ideas and comments.
   c. List the effective ideas and comments used:
   d. List the ineffective ideas and comments used:

SCORE	MULTIPLIER	PRODUCT
	.7	

TEACHER ACTION

Teacher assesses driving performance:

10. Of a student on an individual basis.
    a. For the effective assessment of each individual student's driving performance, score 5 points as the maximum.
    b. For each ineffective assessment of student performance deduct 1 point from the maximum of 5 points.
    c. List effective assessment:
    d. List ineffective assessment:

SCORE	MULTIPLIER	PRODUCT
	.9	

11. Of all the students as a group.
    a. For the effective assessment of the group's driving performance, score a maximum of 5 points.
    b. For each ineffective assessment of the group's performance deduct 1 point from the maximum of 5 points.
    c. List effective assessments:
    d. List ineffective assessments:

SCORE	MULTIPLIER	PRODUCT
	.9	

12. Of students through use of mechanical scoring device.
   a. For the effective assessment of students by using the mechanical scoring device, score a maximum of 5 points.
   b. For each ineffective use of the mechanical scoring. device deduct 1 point from the maximum of five points.
   c. List the effective use of the device:

   d. List the ineffective use of the device:

Teacher uses follow-up activities to enrich the simulation film segment of the lesson to:

SCORE	MULTIPLIER	PRODUCT
	.5	

13. Analyze flim content.
   a. For effective use of follow-up activities in analyzing film content, score 5 points.
   b. For each ineffective analysis of the film content deduct one point from the maximum 5.
   c. If the teacher fails to analyze film content score 0 points.
   d. List effective analysis:

   e. List ineffective analysis:

SCORE	MULTIPLIER	PRODUCT
	.7	

TEACHER ACTION

Teacher uses follow-up activities to enrich the simulation film segment of the less to: (Continues)

14. Assess student's gained knowledge and abilities.
    a. For effective use of follow-up activities in assessing gained knowledge and abilities of students, score 5 points.
    b. For each ineffective assessment, deduct 1 point from the maximum of 5.
    c. If the teacher fails to assess the student, score 0 points.
    d. List effective assessments:

    e. List ineffective assessments:

Teacher relates driving simulation experience to real world (actual on the road) situation by:

SCORE	MULTIPLIER	PRODUCT
	.8	

15. Discussing the relationship of simulation to the driving task.
    a. If a proper relationship is given, score 5 points.
    b. For each ineffective relationship presented deduct 1 point up to a maximum of 5.
    c. List effective relationships:

    d. List ineffective relationships:

SCORE	MULTIPLIER	PRODUCT
	.9	

TEACHER ACTION

Teacher performs in a professional manner by:

16. Being a competent teacher.
    a. For effective professionalism as a teacher score 5 points.
    b. For each ineffective action as a professional teacher deduct 1 point from the maximum of 5.
    c. List effective actions:
    d. List ineffective actions:

SCORE	MULTIPLIER	PRODUCT
	.0	

17. Being a competent driving simulation teacher.
    a. For effective professionalism as a driving simulation teacher, score 5 points.
    b. For each ineffective action as a professional driving simulation teacher, deduct 1 point from the maximum of 5.
    c. List effective actions:
    d. List ineffective actions:

SCORE	MULTIPLIER	PRODUCT
	1.0	

Safety Center
Department of Health Education
Southern Illinois University
Evaluative Rating Scale for Multiple Car Range Teaching

Teacher:____________________ Term:________________ Year:___________

Lesson Taught:_____________ Date:_________________ Total:___________

Evaluator:________________________

Score	Weight	Final	
	.9		1. Instructor has the range and cars prepared before class meets; i.e. appropriate signs, cones, stanchions, keys, etc.
	.9		2. Instructor has a lesson which is well thought out; including objectives and techniques which can be articulated to the students.
	.7		3. Instructor is thoroughly familiar with maneuvers to be performed.
	.9		4. Instructor makes clear and understandable explanations and demonstrations.
	.8		5. Instructor maintains positive and clear communications with all students.
	1.0		6. Instructor has complete control of the range at all times, with cars proceeding in a safe and orderly fashion.
	.8		7. Instructor is polite and courteous, but firm.
	.8		8. Instructor is aware of students' weakness, and uses procedures for helping students to overcome them.
	.8		9. Instructor reviews previous lesson and procedurs with students.
	.8		10. Instructor corrects improperly performed maneuvers.

.7	11. Instructor allows sufficient opportunity for practice of newly introduced maneuvers, being certain all students are involved.
.9	12. Instructor secures all range equipment and cars at end of teaching period.

ILLINOIS STATE UNIVERSITY

Teacher____________________ Type of Laboratory Lesson: Range____
Supervisor__________________ Simulator____
Date_______________________ BTW____

Teacher Action — Number and type of action

I. LESSON PLAN

+ - o

+✓- o

- A. Proper Format.........................____
  - 1. Objectives.........................____
  - 2. Activities.........................____
  - 3. Evaluation.........................____
- B. Sound Psychological Sequence...........____
- C. Appropriate Skill Development for Student Ability...........................____
- D. Methods and Techniques Identified Appropriate to Lesson.....................____
- E. Plan for Next Lesson Including Assignment.................................____
- F. Neat, Legible...........................____
- G. Adequate Number of Copies Provided *Before* Lesson.........................____

II. INTRODUCTION OF LESSON

+✓- o

- A. Arrives on Time to Pick Up Student and is Properly dressed................____
- B. Establishes Satisfactory Rapport.......____
- C. Describes New Activities...............____
- D. Determines Student Readiness--Review of Past Lessons.......................____
- E. Demonstrates Difficult Skills..........____
- F. Demands Student Attention..............____

III. TEACHER READING OF TRAFFIC SCENE

+✓- o

- A. Identifies Common Hazards..............____
- B. Identifies Areas of Limited Space and Limited Vision Prior to Involvement...............................____
- C. Anticipates Actions of Other Drivers...............................____

IV. GIVING OF INSTRUCTIONS AND DIRECTIONS

+✓- o

A. Directions Given in Appropriate Manner.................................. ______________
   1. Tone of Voice....................... ______________
   2. Wording Correct..................... ______________
   3. Tell Where, Then What Action....... ______________
   4. Adequate Lead Time.................. ______________
   5. Easily Understood................... ______________
   6. Uses Destination Driving When Appropriate.......................... ______________

B. Appropriate Directions Given........... ______________
   1. Within Law.......................... ______________
   2. Applicable to Situation............ ______________
   3. Best Directions for Situation...... ______________

C. Amount of Direction Given Appropriate to Student Development........... ______________

V. ANALYSIS OF SITUATION PERFORMANCE

+✓- o

A. Identifies Student Visual Errors ..... ______________

B. Identifies Student Physical Skill Errors.................................. ______________

C. Anticipates Correctly Actions of Other Drivers in Response Action by Driver Education Car................ ______________

VI. SUPERVISION OF PRACTICE AND TRAINING

+✓- o

A. Allows for Concentrated Practice When Introducing New Skills........... ______________

B. Allows for Periodic Reinforcement of Skills................................ ______________

C. Provides Extensive Feedback During Practice.............................. ______________

D. Provides Only Essential Feedback During Training.......................... ______________

E. Situations Requiring Perception, Judgment and Decision-Making Are Set Up............................... ______________

VII. USE OF CONTROLS

+✓- o

A. Is In Position to Take Control At Any Time.............................. ______________

B. Adjusts Steering Control Without Over Correction............................ ______________

C. Uses Controls for a Teaching Point..... ____________
   1. Where Trail and Error Wound Hinder Development.................... ____________
D. Applies Brake Smoothly .... ____________
E. Applies Brake Before Situation Critical........................... ____________
F. Uses Control After Giving Directions... ____________
G. Takes Control When Student Handling of Stiuation May be Dangerous.......... ____________
H. Tells Student When and Why He Uses Control............................... ____________

VIII. EVALUATION DURING LESSON

+✓- o

A. Identifies Problems of Student Quickly................................ ____________
B. Provides Positive Feedback for Self-Image Development...................... ____________
C. Provides Constructive Criticism Following Improper Action................. ____________
D. Describes Actions of Student Accurately.................................. ____________
E. Feedback is Consistent................. ____________
F. Criticism Stated in Positive Manner.... ____________
G. Criticism Stated So That Student Can Implement Suggestion Immediately....... ____________
H. Provides Positive Feedback When Actions Taken Are Correct................ ____________
I. Prepares Roadcheck Checklist for Collection of Data..................... ____________
J. Does Not Argue or Harass Student....... ____________

IX. EVALUATION FOLLOWING LESSON

+✓- o

A. Provides Feeback in Positive Manner.... ____________
B. Summarizes Student Performance in Lesson................................ ____________
C. Describes Accurately the Actions of Student............................... ____________
D. Provides Suggestions for Student Improvement........................... ____________
E. Provides Supervision with Opportunity for Comment........................... ____________
F. Discusses Lesson with Supervisor....... ____________
G. Completes Permanent Record Card After Each Lesson........................... ____________
H. Evaluation Based Upon Objectives....... ____________

SCHOOL DISTRICT 300

(Teacher's Name) ______________________

(School) ______________________

Date ______ Length of Visit ______ Time/Period ______ Class Size ______ Subject/Grade/Level ______ Years in District ______ Summary ○

I. PERSONAL QUALITIES

a. Has enthusiasm for teaching ______
b. Shows originality and applies it ______
c. Helps students build self-confidence ______
d. Is appropriately dressed and groomed ______
e. Demonstrates emotional stability ______
f. Is willing to accept criticism ______
g. Other comments ______

II. INSTRUCTIONAL COMPETENCE

a. Shows professional growth ______
b. Knows curriculum and content ______
c. Plans lessons to implement curriculum goals ______
d. Adjusts instruction to pupil needs ______
e. Uses effective teaching methods ______
f. Motivates pupils to think, to achieve ______
g. Other comments ______

III. CLASSROOM MANAGEMENT

a. Maintains discipline ______
b. Establishes efficient classroom routines ______
c. Has rapport with pupils ______
d. Takes care of room, materials and equipment ______
e. Verbal communication skills ______
f. Other comments ______

IV. CONTRIBUTION TO THE TOTAL SCHOOL PROGRAM

a. Works well with administrators ______
b. Works well with staff ______
c. Is prompt and accurate with records ______
d. Is dependable ______
e. Puts in a full school day ______
f. Other comments ______

V. EVALUATOR'S COMPOSITE EVALUATION

a. Commendable Areas

b. Improvable Areas

c. Conference Held (date) ______

Evaluator ______

VI. Please attach any comments, sign and return this four-page evaluation form within fifteen school days.

(RECEIVED BY) ______

(DATE) ______

REV. (8/74) 1. WHITE - TEACHER 2. CANARY - SCHOOL 3. PINK - SUPERINTENDENT-PERSONNEL 4. GOLDENROD - DEPARTMENT

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[1] Community Unit School District #300. Board of Education Policy and Handbook of Policy for Teachers. January, 1975.

GUIDES TO TEACHER EVALUATION SHEET*

I. PERSONAL QUALITIES

- A. Has enthusiasm for teaching.
  - 1. Has a positive manner concerning children, curriculm, and classroom atmosphere.
- B. Shows creativity and applies it.
  - 1. The teacher demonstrates diverse talents and applies them to the learning situation by selecting and/or creating varied activities and materials.
- C. Helps students build self-confidence.
  - 1. The teacher creates a supportive classroom atmosphere.
- D. Is appropriately dressed and groomed.
  - 1. The teacher's dress and grooming does not adversely affect the learning situation.
- E. Demonstrates emotional stability.
  - 1. When confronted with usual or unusual circumstances the teacher displays the ability to maintain a behavior that is in keeping with that of an emotionally stable person.
- F. Is willing to accept constructive criticism.
  - 1. The teacher shows a willingness to accept constructive criticism, trying suggestions, and later evaluating the results of the suggestions.
  - 2. Willingness to accept constructive criticism is not synonymous to being a 'yes man', for a cooperative teacher can be a critical thinker and can be an initiator of change.

II. INSTRUCTIONAL COMPETENCE

- A. Shows Professional Growth.
  - 1. Participates actively in institutes, workshops, additional studies, etc.
  - 2. Is aware of current trends.
  - 3. Seeks additional information when needed.
- B. Knows curriculm and content.
  - 1. Material presented is adequate for course level and in keeping with planned curriculum.
  - 2. Material is presented accurately and confidently.
- C. Plans lessons to implement curriculum goals.
  - 1. Lessons have definite stated goals and methods for being carried out.
  - 2. The available materials needed to implement the program are present.
  - 3. Material presented is adequate for alloted time.
- D. Adjusts instruction to pupil needs.
  - 1. Recognizes variant instructional levels among pupils.
  - 2. Offers multi-level material to suit individual needs of pupils.

3. Adapts lessons, methods and surroundings to serve the student's needs.
4. Encourages individual research and study.
E. Uses Effective Teaching Method(s)
1. Makes use of available teaching methods, audio-visual aids, and resource people.
2. Fosters a positive approach toward learning.
F. Motivates students to think, to achieve.
1. Encourages a free exchange of opinions and ideas.
2. Offers a variety of activities and projects to encourage student participation.

III. CLASSROOM MANAGEMENT

A. Maintains discipline
1. Provides an atmosphere for study.
2. Has an effective, efficient, and fair method of dealing with discipline problems.
3. Does not disrupt the other classes within the building.
4. Stays calm in dealing with problems.
B. Establishes efficient classroom routines.
1. There are routines for such things as pencil sharpening, throwing paper away, washroom breaks, etc.
2. The students know the procedures and are required to follow them.
C. Has rapport with pupils.
1. The instructor is readily approachable.
2. The students are receptive to instruction.
3. There is an atmosphere of mutual respect and empathy.
D. Takes care of room, materials, and equipment.
1. The teacher shares equipment and materials, and returns them in workable condition.
2. The room is left in a reasonable condition.
E. Verbal Communications Skills.
1. Uses voice effectively.
2. Is able to command attention in an emergency.
3. Uses correct English.
4. Avoids distracting mannerisms of speech or action.
5. Utilizes proper language.
6. Exhibits a verbal rapport with parents.

IV. CONTRIBUTION TO THE TOTAL SCHOOL PROGRAM

A. Works well with administration
1. Keeps administration informed of procedures and progress.
2. Considers ideas requiring change.
3. Reports unusual events without delay, especially those which may causes adverse parental or public image.
4. Presents unbiased opinions when requested or when in best interest of school.

    5. Recognizes need for information and help and requests it when needed.
    6. Gets approval before entering into unusual or controversial activity.
    7. Ascertains facts before making critical comments.
    8. Follows rules and regulations in effect, seeking changes by accepted procedures and methods.

B. Works well with staff.
    1. Recognizes role within department and fuctions of department within the total program.
    2. Treats other staff members with courtesy.
    3. Respects opinions and makes no adverse comments except directly to the person concerned.
    4. Shares talents and responsibilities, giving help where needed and asking help where availabe.
    5. Contributes willingly to departmental and total school planning.
    6. Takes responsible action when events prejucical to good school order occur.

C. Is prompt and accurate with record.
    1. Submits reports in complete, accurate, organized and understandable manner.

D. Is dependable.
    1. Shows disposition to do the best job within his capability.
    2. Follows through.

E. Puts in a full school day.
    1. Reports as required by regulations or bv special stiuation.
    2. Performs within the school day to best of ability.
    3. Is available until release time unless officially excused for special purpose.

*Guides correspond to the Individual Visit Evaluation Form developed by Community Unit School District #300.

9.06.2 Program Evaluation

The supervisor should complete a comprehensive evaluation of the total driver and traffic safety education program each year. This evaluation should determine if the program is meeting the needs of the students and is coinciding with the departments proposed objectives and goals.

ILLINOIS OFFICE OF EDUCATION
100 NORTH FIRST STREET
SPRINGFIELD, ILLINOIS 62777

EVALUATION CRITERIA FOR COMPREHENSIVE SAFETY EDUCATION, K-12 (SA-10)

DISTRICT NAME AND NUMBER	COUNTY

ELM	JHS	HS	PHILOSOPHY AND/OR OBJECTIVES
			1. To what extent does the school have clearly stated objectives for driver education and/or elementary safety education?
			2. To what extent does the school administration take a direct and personal interest in planning and carrying out a school-wide safety education program? School Code 27-23, 27-24.
			PROFESSIONAL STAFF INVOLVEMENT
			3. To what extent do teachers participate in inservice education through workshops, institutes, course work, or state and national conferences?
			4. To what extent do teachers select their instructional materials?
			5. To what extent do the teachers develop their own evaluation procedures to measure student progress?
			PROGRAM OFFERINGS
			6. To what extent is driver education available to students from private or parochial schools and out of school youth under age 21?
			7. To what extent does the content of the driver education instructional program follow the State curriculum, Driver Education for Illinois Youth? (motorcycle, handicapped, ranges, simulation)
			8. To what extent does driver education meet the minimum time requirements for classroom and laboratory instruction?
			9. To what extent is laboratory and classroom instruction scheduled concurrently?
			10. To what extent does the content of the elementary safety instructional program follow the State curriculum, Safety Education Units for Illinois Elementary Schools, K-8, Pedestrian and Bicycle?
			11. To what extent does the content of the elementary safety instructional program follow the State curriculum, Safety Education Units for Illinois Schools, K-3, General Safety?
			12. To what extent is individualized instruction utilized throughout the instructional program?
			13. To what extent does the instructional program meet stated course objectives?
			14. To what extent is the community being involved in the safety education programs?
			MATERIALS AND EQUIPMENT
			15. To what extent is an organized file of reference material and unbound information on safety education maintained in the school library or in a classroom library area?
			16. To what extent are audio-visual materials utilized?
			ROOMS AND FACILITIES
			17. To what extent are the space provisions for class size adequate?
			18. To what extent is storage space for records, materials, and equipment provided and readily available for use when needed?
			19. To what extent are driver education vehicles maintained and used only for instruction purposes?

_______________________ *Date Completed*

_______________________ *Signature of Evaluator*

OSPI 33-37 (9/74)

COMPREHENSIVE SAFETY EDUCATION RATIONALE FOR EVALUATION CRITERIA (SA-10)

1. Does the district have such objectives in writing?

2. What does the administration attitude toward and compliance with Section 27-23 and 27-24 of **The School Code of Illinois** appear to be?

3. Are local inservice workshops held? Are teachers encouraged to attend area or state/national conferences?

4. What restrictions, if any, are on teachers' selecting textbooks and other instructional materials?

5. Do teachers develop and use their own evaluation measures of student progress, or do they use standardized (text-book) approach to student evaluation?

6. Does the district provide driver education instruction for private and/or parochial school students within the district? Do they accommodate out-of-school youths under age 21?

7. To what extent is the new curriculum being used?

8. Minimum time requirements are 30 clock-hours of classroom instruction and six clock-hours of laboratory instruction. Does the program exceed the minimum and by how much? Does the program have extra days scheduled to compensate for holidays, assemblies, and other factors which reduce the number of class meetings?

9. Is the program concurrent? separate?

10. Is the Pedestrian and Bicycle curriculum being used? At what grade levels?

11. Is the General Safety curriculum being used at grade levels K through 3? Does the district meet the requirements of Section 27-23 of **The School Code of Illinois**?

14. What is the involvement of the community? committees, civic organizations, PTA, local governmental agencies?

17. Is a permanent classroom available for the driver education classes? Is the class forced to meet in a gymnasium or other area not conducive to learning?

18. What system of record keeping is maintained for driver education? Where are the records kept? driver education office? principal's office?

19. Are driver education cars used only for driver education instruction? Are cars properly cared for? loan? purchase? lease?

You should be familiar with the two sections of **The School Code of Illinois**, 27-23 and 27-24, as well as the two elementary curricula and **Driver Education for Illinois Youth**.

9.06.3 Student Evaluation

Each instructor should carefully evaluate each student during the practice driving phase to determine if they have the skill to perform certain necessary tasks to pass the driver education course. It is advisable to perform this evaluation near the completion of the practice driving phase.

SOUTHERN ILLINOIS UNIVERSITY
SAFETY CENTER
MODIFIED AARON-STRASSER DRIVER PERFORMANCE TEST
Revised by Ira Robinson

NAME ______________________________ TEACHER ______________________
CLASS DATE

TEST ITEMS	TRIALS		
1. PRE-DRIVING CHECKS			
a. Visually checks the car and environment for potential obstacles or physical defects	3	3	3
b. Looks to make sure that there is complete 360 degree vision available	3	3	3
c. Place the key in ignition	2	2	2
d. Adjust the seat so that knees are slightly bent and all instruments are within reach	2	2	2
e. Adjust head restraint so that the middle posterior part of head rests on the head restraint	2	2	2
f. Adjust rearview mirror to center on road behind	4	4	4
g. Adjust sideview mirror so that the left edge of the car is barely visible from the normal driving position.	4	4	4
h. Fasten seat belt and shoulder harness	3	3	3
i. Make sure all doors are locked	3	3	3
j. Check for proper ventilation	1	1	1

POSSIBLE SCORE
27
Score __ __ __

Test Items	Trials		
	1	2	3
2. STARTING			
a. Place selector lever in proper position (neutral or park)	3	3	3
b. Depress accelerator to set choke	1	1	1
c. Turn ignition key to "on" position	2	2	2
d. Checks gauges	2	2	2
e. Holds key in start position until engine starts	1	1	1
f. Depresses accelerator to rev up engine to prevent stalling	2	2	2
POSSIBLE SCORE 11			
Score	_____		
3. POSTURE			
a. Adjust seat so that the person is comfortable and all instruments and controls are within reach (without having to stretch extensively)	4	4	4
b. Arms slightly bent with both hands on the steering wheel	4	4	4
c. Knees slightly bent	2	2	2
d. Heel of right foot at the base of the accelerator	2	2	2
e. Head erect, so that he can see over the rim of the steering wheel	5	5	5
f. Back flush against the back of the seat from the sacral vertebrae to the upper thoracic vertebrae.	3	3	3
POSSIBLE SCORE 20			
Score	_____		

Test Items	Trials	1	2	3

4. STARTING ON A HILL

a.	Depress brake pedal and set parking brake	3	3	3
b.	Places gearshift lever in drive (or low if steep downgrade) (on an upgrade).	3	3	3
c.	Depress accelerator pedal	2	2	2
d.	Release parking brake	2	2	2
e.	Simultaneously releases pedal to obtain forward movement of the car	2	2	2

POSSIBLE SCORE
12
Score _____

5. LANE POSITION

a.	Keep eyes focused well ahead to anticipate any steering corrections.	3	3	3
b.	Generally keeps car in the center of the lane by sighting ahead to the middle of the lane . . .	4	4	4
c.	Keeps to the right in the presence of oncoming traffic	4	4	4
d.	When lane is bordered on both sides by object driver uses his ability to pass between objects on his right side	3	3	3
e.	On a roadway without painted lane markers, assumes a position on the roadway corresponding to the appropriate travel lane.	3	3	3

POSSIBLE SCORE
17
Score _____

6. INTERSECTION OBSERVANCE

a.	Upon approaching an intersection, looks for an indication of some type of traffic control device.	4	4	4
b.	Checks for pedestrians and bicyclists near or around the intersection	4	4	4
c.	Upon reaching the intersection check left and right for cross traffic	4	4	4
d.	If there is a blind intersection, proceeds slowly until there is a clear view of both sides of the intersection.	4	4	4

POSSIBLE SCORE
16
Score _____

	Test Items	Trials 1	2	3
7.	TRAFFIC LIGHTS AND SIGNS			
a.	Looks for advanced indication that there is a bike crossing or bike route, by watching for a diamond shaped warning sign and a rectangular green information sign	4	4	4
b.	Avoids driving in bicycle lane	4	4	4
c.	When bicyclists are present, reduces speed and yields to the actions of the cyclist	4	4	4
d.	An intersection marked with bicycle crossing, takes extra precautions when checking for cross traffic, and yields to all bicycle traffic.	5	5	5
e.	Observes sign which indicates merging traffic.	3	3	3
f.	Observes general road configuration and reduces speed accordingly.	4	4	4
g.	Surveys traffic on main roadway by looking briefly over left shoulder	4	4	4
h.	Uses merging lane to make necessary car speed adjustment to merge with main road traffic	4	4	4
i.	Checks briefly over left shoulder and selects a gap that will permit the car to merge without interfering with progress of other vehicles	4	4	4
j.	Turns left turn signal indicator on, and merges with the main roadway adjusting speed to that of the traffic flow.	4	4	4
k.	Looks for advanced indication that school zone and school crossing is near by watching for regulatory or pentagon shaped signs.	4	4	4
l.	Reduces speed to that which is posted or that which is stated in the Illinois Rules of the Road (20 mph).	5	5	5
m.	Continually scans the environment for children in the immediate area.	4	4	4
n.	Come to a complete stop when a child or other pedestrian steps into the roadway or is about to cross the street.	5	5	5
o.	Looks for advanced indication that railroad crossing is near, by watching for advanced circular or road marking warning signs	4	4	4
p.	Reduces speed and prepares to stop at crossing unless a clear view of the tracks is available.	4	4	4

Test Items	Trials	1	2	3
r.	Prepares to stop if light is red, flashing red or yellow	4	4	4
s.	Maintains reduced speed if light is flashing yellow	4	4	4
t.	If possible, gauges length of time light has been on one color	3	3	3
u.	If light changes from green to yellow, decelerates and prepares to stop	5	5	5
v.	Proceeds through intersection if stopping short of intersection will cause conflict with following vehicles or if full stop cannot be made prior to intersection	4	4	4

POSSIBLE SCORE
90
Score ___ ___ ___

8. STOP SIGNS

		1	2	3
a.	Decelerates gradually but not too early-particulary if followed by another vehicle	3	3	3
b.	Decelerates in sufficient time to avoid stopping in intersection or crosswalk	4	4	4
c.	Enters correct lane	4	4	4
d.	Comes to a smooth complete stop before entering crosswalk area	4	4	4
e.	Does not proceed through the crosswalk area until there are no pedestrians in the immediate area	4	4	4
f.	Checks traffic, left, right, and left again before proceeding	4	4	4
g.	Accelerates smoothly and slowly through the crosswalk area, and proceeds cautiously into the intersection until he has a clear view	4	4	4
h.	Proceeds through intersection when it will not interfere with traffic	4	4	4

POSSIBLE SCORE
31
Score ___ ___ ___

9. LEFT TURNS

		1	2	3
a.	Keeps eyes focused well ahead to anticipate turns	4	4	4
b.	Gets in proper lane (well in advance of the turn	4	4	4

	Test Items	Trials		
		1	2	3
c.	Signals (at least 160 ft. in the city, 200 ft. in a rural area or expressway	4	4	4
d.	Checks cross traffic from both directions	4	4	4
e.	Waits until there is a sufficient gap in the traffic from both the left and right to permit the turn to be made without danger	4	4	4
f.	Reduces speed (5 to 15 mph) as necessary for safe comfortable turns	4	4	4
g.	Use hand over hand technique for turning	3	3	3
h.	Turn steering wheel an amount proportional to the degree of the turn	5	5	5
i.	Enter into the (nearest) left lane	4	4	4
j.	Straightens wheels to achieve desired car heading (look up intended path of travel)	4	4	4
k.	Accelerates gradually about halfway through the turn	3	3	3
l.	Resumes normal speed when turn has been completed	4	4	4
m.	Makes sure that the turn signal is cancelled.	3	3	3

POSSIBLE SCORE
50
Score ___ ___ ___

10. BACKING

a.	Makes sure that the car is stopped	2	2	2
b.	Looks to the rear for vehicles, pedestrians and other road users	4	4	4
c.	Places foot on the brake pedal	2	2	2
d.	Shifts to reverse	3	3	3
e.	Looks to the rear for vehicles	4	4	4
f.	Assumes appropriate body position (turns upper body to face right side of the car, turns head to look out rear window)	4	4	4
g.	Eases off brake (car will start to move, feed gas slightly)	3	3	3
h.	Maintains firm grip on the steering wheel	1	1	1
i.	Turns top of the steering wheel to the side or direction he wishes the car to move	1	1	1
j.	Keeps looking to the rear until the car comes to a complete stop	4	4	4
k.	Makes sure car is stopped completely before shifting into a forward gear	2	2	2

POSSIBLE SCORE
30
Score ___ ___ ___

Test Items	Trials		
	1	2	3

11. PARALLEL PARKING

a. Approach in correct lane	3	3	3
b. Reduces speed (without hindering traffic)	3	3	3
c. Signals deceleration or stop to following vehicles	3	3	3
d. Positions car alongside and about two feet from vehicle parked in front of space to be occupied (back bumper even with back bumper of parked car)	2	2	2
e. Shifts into reverse	2	2	2
f. Checks traffic	4	4	4
g. Places one hand or both hands on the steering wheel	2	2	2
h. Looks over right shoulder and out the back window.	2	2	2
i. Backs slowly while turning steering wheel sharply to the right	3	3	3
j. Straightens wheel when back of front seat is in line with the rear of the parked vehicle	1	1	1
k. Checks front to insure car will clear parked vehicle then looks back	2	2	2
l. Continues backing slowly, turning steering wheel sharply left when front of the car clears rear of the parked vehicle	2	2	2
m. Stops just short of vehicle parked behind	2	2	2
n. Centers car in space, no more than one foot from curb	2	2	2
o. Checks to make sure that car is properly positioned	2	2	2

POSSIBLE SCORE
35
Score ___ ___ ___

12. TURNABOUT - three point turn

a. Checks traffic, rear and front	4	4	4
b. Signals	3	3	3
c. Steers toward opposite side of cross street for continuous turning movement (at midblock turns left)	2	2	2
d. Accelerates slowly	2	2	2
e. Turns steering wheel sharply to the left	2	2	2
f. Stops in advance of curb (backs up)	2	2	2
g. Just before reaching opposite curb, turns steering wheel sharply right	2	2	2

Test Items	Trials		
	1	2	3
h. Shifts to reverse	2	2	2
i. Checks traffic	2	2	2
j. Backs toward opposite side of street	2	2	2
k. Turns steering wheel sharply to the right while backing	2	2	2
l. Stops before reaching curb to the rear (moves forward)	2	2	2
m. Shifts to drive	2	2	2
n. Accelerates and steers into proper lane	2	2	2

POSSIBLE SCORE
31
Score ___ ___ ___

13. RIGHT TURNS

	1	2	3
a. Keeps eyes focused well ahead to anticipate turns	4	4	4
b. Get in proper lane (well in advance of the turn)	4	4	4
c. Signals (at least 100 ft. in the city, 200 ft. in rural or expressway area	4	4	4
d. Checks cross traffic from both directions	4	4	4
e. Waits until there is a sufficient gap in the traffic from both the right and left to permit the turn to be made without danger	4	4	4
f. Reduces speed (10 to 15 mph) as necessary for safe comfortable turns	4	4	4
g. Uses hand over hand techniques for turning	3	3	3
h. Turns the steering wheel an amount proprotional to the degree of the turn	5	5	5
i. Enters into the nearest right hand driving lane	4	4	4
j. Straightens wheels to achieve desired car heading (look up intended path of travel)	4	4	4
k. Accelerates gradually about halfway through the turn	3	3	3
l. Resumes normal speed when turn has been completed	4	4	4
m. Makes sure that the turn signal is cancelled	3	3	3

POSSIBLE SCORE
50
Score ___ ___ ___

Test Items	Trials		
	1	2	3
14. RIGHT OF WAY			
a. Slows and stops to give the right of way to all pedestrians and bicyclists, no matter where it may occur	4	4	4
b. At intersections which are controlled by yield signs, decelerates sufficiently to stop if necessary, and proceeds through intersections cautiously when clear	4	4	4
c. At intersections where there are no traffic control devices, decelerates sufficiently to stop if necessary, and stops and gives the right of way	4	4	4
d. While turning left, yields right of way to all vehicles going straight	4	4	4
e. Yields right of way while merging, when there are no gaps of sufficient length to enter into traffic	4	4	4
POSSIBLE SCORE 20			
Score	___	___	___
15. STOPPING			
a. Checks rearview mirror for following traffic .	4	4	4
b. Signals intentions by placing either foot squarely on the brake pedal and depresses brake pedal slightly to activate brake lights .	3	3	3
c. Initiates deceleration well in advance of requirements	4	4	4
d. Brakes smoothly (right foot to brake pedal, apply smooth steady pressure, let up slightly just before car comes to a complete stop . . .	3	3	3
e. Allows a safety margin between front of his car and the vehicle ahead, when stopped	3	3	3
f. Maintains firm pressure on brake pedal	4	4	4
g. Avoids sudden or quick stops whenever possible	4	4	4
POSSIBLE SCORE 25			
Score	___	___	___

Test Items	Trials		
	1	2	3

16. FOLLOWING

a. Maintains appropriate following distance behind the lead vehicle to allow for stopping car in advance of lead vehicle when necessary (2 second interval)	5	5	5
b. Increases separation distance where traffic intersects, merges or diverges	4	4	4
c. Where road ahead is not visible (increases distance)	4	4	4
d. Watches for indications of reduced speed of lead vehicle including: activation of brake lights and turn signal	5	5	5
e. Removes foot from accelerator to reduce speed	4	4	4
f. Taps brake pedal lightly to warn any following traffic and to further reduce speed (if vehicle stops)	3	3	3
g. Prepares to stop quickly if lead vehicle aborts turn or is forced to stop	4	4	4
h. Observes traffic to anticipate changes in velocity and observes vehicles in front of lead vehicle	3	3	3
i. Applies brake pedal quickly enough to stop	4	4	4
j. Stops at a distance far enough back of lead vehicle to leave an out for possible lane change	4	4	4
k. Anticipates lead vehicle deceleration at uncontrolled intersections and divergence points	4	4	4

POSSIBLE SCORE
44
Score ______

17. USE OF FOOTBRAKE

a. Avoids resting left foot on the brake	4	4	4
b. Places either left or right foot squarely on the brake pedal	3	3	3
c. Depresses brake slightly to activate brake lights	3	3	3
d. Depresses brake pedal gradually and evenly (Using extreme care in application of power brakes)	3	3	3

Test Items		Trials 1	2	3
e.	Maintains firm pressure on brake pedal when at a stop	4	4	4

POSSIBLE SCORE
17
Score ______

18. USE OF EYES

a.	Continuously scans surroundings on and off the roadway, shifting gaze frequently	5	5	5
b.	Looks well ahead in the lane, adjusting focus distance relative to car speed and roadway location	4	4	4
c.	As speed increases, focus at a farther distance (12 sec.)	4	4	4
d.	In residential and urban areas, views the road ahead for one full block	4	4	4
e.	In rural areas and expressway driving views road ahead about one half mile (12 sec.)	4	4	4
f.	Avoids fixating on road surface immediately forward of car hood	3	3	3
g.	Watches for grease and oil spots on heavily traveled roads	3	3	3
h.	Checks speedometer and guage frequently	4	4	4

POSSIBLE SCORE
31
Score ______

19. ANGLE PARKING

a.	Approach in correct lane	3	3	3
b.	Signals to stop to traffic behind	3	3	3
c.	Positions car approximately six feet from parked vehicle	3	3	3
d.	Signal turn to the left	3	3	3
e.	While maintaining forward motion, turns steering wheel sharply when car wheels are even with near side of parking space	2	2	2
f.	Checks to make sure there is sufficient clearance on both sides (front fender clearance, right rear door clearance)	2	2	2
g.	Enters parking space with car centered to allow room for opening doors	2	2	2
h.	Stops before front wheels touch the curb	1	1	1

Test Items	Trials		
	1	2	3
i. Shifts to reverse	3	3	3
j. Checks traffic behind and vehicles to each side of the car	3	3	3
k. Backs up slowly while watching for traffic obscured from view by parked vehicles on either side	3	3	3
l. Turns wheel when certain that car will clear vehicles on either side	3	3	3
m. Shifts to drive	3	3	3
n. Proceeds forward in lane slowly	3	3	3

POSSIBLE SCORE
37
Score ______

20. LANE CHANGING

a. Determines whether lane change is legally permissible (looks at regulatory signs and pavement markings)	4	4	4
b. Looks to the rear (for approaching traffic in the new lane, also checks inside and outside mirrors)	5	5	5
c. Signals intention with turn signals	4	4	4
d. Checks blind spot	4	4	4
e. Adjusts car speed (accelerates if possible or maintains constant speed)	4	4	4
f. Decides if it is safe to pass	5	5	5
g. Positions car in the center of the new lane	4	4	4
h. Cancels directional signal	3	3	3
i. Adjust speed to traffic flow in new lane	4	4	4

POSSIBLE SCORE
37
Score ______

21. USE OF MIRRORS

a. Rearview mirror should be adjusted so that the center of the road behind can be seen clearly	4	4	4
b. Sideview mirror should be adjusted so that left edge of the car is barely visible from the normal driving position	4	4	4
c. Uses the rearview mirror for: stopping, lane changing, leaving a parking space, turnabout merging with traffic, surveillance of traffic and the environment	4	4	4

Test Items	Trials		
	1	2	3
d. Uses the side view mirror for: lane changing, merging traffic, scanning traffic and the environment, pulling away from a parking space	4	4	4

POSSIBLE SCORE
16
Score ______

22. STEERING

a. Places both hands on the rim of the steering wheel	3	3	3
b. For normal driving, places hands on upper half of the steering wheel (either at 9 and 6 or 10 and 2)	4	4	4
c. Grasps steering wheel firmly	3	3	3
d. Corrects errors in heading by turning steering wheel in desired direction	3	3	3
e. Makes small and gradual steering corrections	3	3	3
f. Decreases magnitude of steering corrections as the car velocity increases.	4	4	4
g. Keeps eyes focused well ahead to anticipate steering corrections	3	3	3

POSSIBLE SCORE
23
Score ______

23. SCANS TRAFFIC

a. Avoids fixing attention on any one thing for more than a few seconds.	4	4	4
b. Responds promptly to attention-grabbing situations so eyes can move again.	4	4	4
c. Observes traffic ahead, both parked and moving vehicles to include cycles	4	4	4
d. Observes traffic behind by glancing through rearview mirrors frequently.	3	3	3
e. Observes traffic from the side, both in adjacent lanes moving in the same direction and those approaching.	4	4	4
f. Watches other driver's driving behaviors for clues to how they react (frequent lane change, changes in speed, signaling, stopping.	4	4	4

POSSIBLE SCORE
23
Score ______

Test Items	Trials	1	2	3

24. SPEED CONTROL

	1	2	3
a. Attempts to avoid fluctuations in speed when not necessary to traffic situations.	3	3	3
b. Maintains speed of traffic flow.	4	4	4
c. Checks speed periodically.	4	4	4
d. Attempts slight changes in accelerator pressure to avoid abrupt acceleration or deceleration	3	3	3
e. Checks speed whenever there is a change in legal limit.	4	4	4

POSSIBLE SCORE
18
Score ______

25. USE OF ACCELERATOR

	1	2	3
a. Places the ball of the foot on the accelerator with the heel of the foot at the base.	3	3	3
b. Attempts to maintain steady and firm pressure on the accelerator while maintaining constant speed and avoids fluctuations in this pressure	3	3	3
c. Avoids excess pressure on the accelerator in an attempt to start quickly	3	3	3

POSSIBLE SCORE
9
Score ______

26. ATTENTION

	1	2	3
a. Avoids actions which take the drivers attention away from the driving task (needless conversation, lights cigarette, fixes clothing, takes eyes off the road more than necessary).	4	4	4
b. Continuously moves eyes to scan traffic environment.	5	5	5
c. Checks mirrors frequently.	4	4	4
d. Checks blind spots when changing lanes or pulling away from the curbs.	4	4	4
e. Exhibits quick reactions to changing traffic situations	4	4	4
f. Avoids emergency braking situations.	4	4	4

POSSIBLE SCORE
25
Score ______

Test Items	Trials	1	2	3
27. ATTITUDE				
a. Obeys all traffic rules and regulations which are posted and implied		5	5	5
b. Is courteous to other drivers and pedestrians		4	4	4
c. Does not take any needless or uncalled for actions		4	4	4
d. Is alert and attentive at all times		4	4	4
e. Takes the necessary amount of time to make a complete pre-driving check of the vehicle		3	3	3
f. Wears both the seat belt and shoulder harness		3	3	3
g. Follows all safe procedures while driving		5	5	5

POSSIBLE SCORE
28
Score ______

28. DEFENSIVE DRIVING

a. Keeps a safe following distance	4	4	4
b. Exhibits good and continuous eye movement	4	4	4
c. Continually uses both mirrors	4	4	4
d. Slows down in congested areas	4	4	4
e. Obeys all traffic rules and regulations	5	5	5
f. Anticipates the actions of others	4	4	4
g. Makes himself seen by other drivers	4	4	4
h. Leaves himself an out in all traffic situations	4	4	4
i. Keeps good lane position by aiming high (12 seconds ahead)	4	4	4

POSSIBLE SCORE
37
Score ______

DEM[illegible] PROGRESS REPORT OF ______________ ADDRESS ______________ CITY ______________ ZIP ________

PHONE # ______________ PERMIT # ________ ________ ________ EXPIRES ______________ SOC. SEC. # ________ ________ ________

(1) Training (2) Proficient

1. Getting acquainted with the car

1 2

( ) ( ) Checking exterior of car
( ) ( ) Adjusting seat & mirror
( ) ( ) Fastening seat & shoulder belts
( ) ( ) Dash & controls
( ) ( ) Blind spots
( ) ( ) L & R foot positions
( ) ( ) L & R hand positions
( ) ( ) Starting engine
( ) ( ) Moving & stopping car
( ) ( ) Hand-over-hand L & R "S" turns

2. Left turns

( ) ( ) Perception patterns
( ) ( ) Lane
( ) ( ) Signal distance
( ) ( ) Slowing for turn
( ) ( ) Turning point (curb & steering wheel)
( ) ( ) Hand-over-hand turning & return
( ) ( ) Left turns from proper lane after stop (practice only)

3. Right turn & pulling to curb

( ) ( ) Perception patterns
( ) ( ) Lane
( ) ( ) Signal distance
( ) ( ) Slowing for turn
( ) ( ) Turning point (curb & front wheel)
( ) ( ) Hand-over-hand turning & return
( ) ( ) Right turn from proper lane after stop (practice only)
( ) ( ) Parking along curb

4. Light Traffic

( ) ( ) Perception exercises
( ) ( ) Speed control & adjustment
( ) ( ) Distance between cars
( ) ( ) Signs (shapes & observations)
( ) ( ) Taking turn to go (right of way)
( ) ( ) Slowing at intersections
( ) ( ) Traffic lights
( ) ( ) Changing lanes

5. Backing Maneuvers

( ) ( ) Turning body for complete vision
( ) ( ) Steering straight backwards

1 2

( ) ( ) Backing to right
( ) ( ) Backing to left
( ) ( ) Looking back until full stop
( ) ( ) Backing around corner

6. City Traffic

( ) ( ) Keeping up with traffic
( ) ( ) Keeping "space cushion" in front, rear & sides
( ) ( ) Eye contact with others
( ) ( ) Adjusting to other drivers
( ) ( ) Lane changing in heavy traffic
( ) ( ) Merging into heavy traffic
( ) ( ) Turns at controlled & uncontrolled intersections
( ) ( ) Smoothness in driving
( ) ( ) Narrow places
( ) ( ) Alley
( ) ( ) Backing out of driveways to right
( ) ( ) Backing out of driveways to left
( ) ( ) Backing into driveways

7. Expressway Driving

( ) ( ) Entering
( ) ( ) Cruising speed
( ) ( ) Lane changes
( ) ( ) Adjusting to other drivers entering or exiting
( ) ( ) Passing
( ) ( ) Pulling onto shoulder for vehicle failure
( ) ( ) Exiting

8. Highway & Rural Driving

( ) ( ) Headlights on during daytime
( ) ( ) Perception patterns
( ) ( ) Speed -- space cushion for cond.
( ) ( ) Stopping on shoulder
( ) ( ) Wheel drop (2-4 wheels off road)
( ) ( ) Driving onto curbing & recovery
( ) ( ) High crown road
( ) ( ) Railroad crossing
( ) ( ) Driving into sun
( ) ( ) School bus
( ) ( ) Wind & passing trucks
( ) ( ) Narrow bridge

1 2

( ) ( ) Use of passing gear
( ) ( ) Passing time (in seconds for acceleration from 50-65 mph)
( ) ( ) Passing interval (time in seconds from oncoming vehicle)
( ) ( ) Passing practice
( ) ( ) Gravel road & gravel on road

9. Advanced Driving

( ) ( ) Loss of brakes
( ) ( ) Loss of vision
( ) ( ) Stuck accelerator
( ) ( ) Loss of power steering
( ) ( ) Fast stop 45 mph
( ) ( ) Braking - then steering around obstacle for escape route
( ) ( ) Smoothness drive (stand bottle on floor & see if student can drive a route. Count times it falls over)
( ) ( ) Noise from door on safety catc
( ) ( ) Tire pressure
( ) ( ) Getting feel of a strange car
( ) ( ) Rain, ice, snow & fog
( ) ( ) Use dash controls while drivin
( ) ( ) Insect in car
( ) ( ) Flat tire on long bridge
( ) ( ) Downshifting
( ) ( ) Wet brakes (how to avoid)
( ) ( ) Emergency vehicles
( ) ( ) 15 mph - fast stop

10. Parking

( ) ( ) Parking on upgrade
( ) ( ) Parking on downgrade
( ) ( ) Turn about or Y turn
( ) ( ) Park in space between stakes 28' x 6'
( ) ( ) Parallel parking in traffic

11. Teacher to add items:

( ) ( ) ______________________
( ) ( ) ______________________
( ) ( ) ______________________
( ) ( ) ______________________
( ) ( ) ______________________

(AT THE START OF EACH LESSON, HAVE STUDENTS DO HAND-OVER-HAND L & R "S" TURNS)

*Check column one when skill is demonstrated, check column two when student is proficient.

9.06.4 Student Course Evaluation

The student, the overall product of the driver and traffic safety education program, should be given the opportunity to evaluate the total program. Since they have been through the course they may have suggestions regarding constructive changes that are needed.

COURSE EVALUATION

DRIVER AND SAFETY EDUCATION

In order to assist in the development of future courses, your teacher would appreciate your frank opinion of the following:

1. What is your over-all rating of this course? Please circle one number.

   0 1 2 3 4 5 6 7 8 9
   Low Average High

2. Has this course been of value to you? Explain

3. What sections of the course or what information did you find to be of most value to you?
   A.

   B.

   C.

4. What aspect of the course or what areas of information did you feel were of little value to you?
   A.

   B.

   C.

5. Do you have any recommendations to make that may be of value to your instructor concerning future courses?
   A.

   B.

   C.

ADDITIONAL COMMENTS:

INSTRUCTIONAL IMPROVEMENT QUESTIONNAIRE

Testing Center - Southern Illinois University at Carbondale

UTILITY 1
1 2 3 4 5 6 7 8 9

UTILITY 2
1 2 3 4 5

EXPECTED GRADE IN THIS COURSE
A B C D E

GPA AT THIS SCHOOL
4.5-5.0
4.0-4.49
3.5-3.99
3.0-3.49
1.0-2.99

OUTSIDE STUDY HOURS
0 TO 1
1 TO 2
2 TO 4
4 TO 6
6 TO 8
8 OR MORE

TRANSFER STUDENT
YES
NO

INSTRUCTION AT THIS SCHOOL IS, IN GENERAL:
EXCELLENT
VERY GOOD
GOOD
WEAK
POOR

MARK YOUR COLLEGE
AGRIC
BUSINESS
COMM & FA
EDUCATION
ENGR & TECH
HOME EC
LAS
LAW
MEDICINE
UNCLASSIFIED
OTHER

ARE YOU:
FRESHMAN
SOPHOMORE
JUNIOR
SENIOR
GRAD
OTHER

ARE YOU:
MALE
FEMALE

IS THIS COURSE,
[illegible]
[illegible]

DIRECTIONS:

1. Print Instructor's Name ____________ Date ____________
2. Print Course Number ____________ and Section Number ____________
3. Respond to the items presented frankly and completely - one response per item. (SEE RESPONSE OPTIONS)

PART I: INSTRUCTOR EVALUATION (ITEMS 1-20)

RESPONSE OPTIONS:

E = *EXCEPTIONAL PERFORMANCE*
V = *VERY GOOD PERFORMANCE*
G = *GOOD PERFORMANCE*
W = *WEAK PERFORMANCE*
I = *IMPROVEMENT DEFINITELY NEEDED*

1	E	V	G	W	I	Prepared for class
2	E	V	G	W	I	Made clear assignments
3	E	V	G	W	I	Set clear standards for grading
4	E	V	G	W	I	Graded fairly
5	E	V	G	W	I	Knew if students understood him
6	E	V	G	W	I	Spoke understandably
7	E	V	G	W	I	Answered impromptu questions satisfactorily
8	E	V	G	W	I	Showed an interest in the course
9	E	V	G	W	I	Gave several examples to explain complex ideas
10	E	V	G	W	I	Accepted criticism and suggestions
11	E	V	G	W	I	Increased your appreciation for the subject
12	E	V	G	W	I	Was dependable in holding class as scheduled
13	E	V	G	W	I	Specified objectives of the course
14	E	V	G	W	I	Achieved the specified objectives of the course
15	E	V	G	W	I	Promptly returned homework and tests
16	E	V	G	W	I	Showed an interest in students
17	E	V	G	W	I	Knew his subject matter
18	E	V	G	W	I	Was available outside of class
19	E	V	G	W	I	Encouraged student participation
20	E	V	G	W	I	In general, taught the class effectively

PART II: COURSE EVALUATION (ITEMS 21-40)

RESPONSE OPTIONS:

SA = *STRONGLY AGREE*
A = *AGREE*
N = *NEITHER AGREE NOR DISAGREE*
D = *DISAGREE*
SD = *STRONGLY DISAGREE*

21	SA	A	N	D	SD	This course was a good learning experience.
22	SA	A	N	D	SD	The content of this course was good.
23	SA	A	N	D	SD	The course was well organized.
24	SA	A	N	D	SD	I had trouble paying attention in class.
25	SA	A	N	D	SD	There should be additional prerequisites.
26	SA	A	N	D	SD	There should be fewer prerequisites.
27	SA	A	N	D	SD	This course was very interesting.
28	SA	A	N	D	SD	The amount of required work was appropriate.
29	SA	A	N	D	SD	This course was one of the best I have taken.
30	SA	A	N	D	SD	The tests covered the course material well.
31	SA	A	N	D	SD	This course was a waste of time.
32	SA	A	N	D	SD	The textbook was good.
33	SA	A	N	D	SD	Audio-visuals could be used more effectively.
34	SA	A	N	D	SD	This course should be taught in some other way.
35	SA	A	N	D	SD	I covered this material in other courses.
36	SA	A	N	D	SD	The course material was too difficult.
37	SA	A	N	D	SD	This course should continue to be offered.
38	SA	A	N	D	SD	The reading assignments were hard to understand.
39	SA	A	N	D	SD	I was often confused.
40	SA	A	N	D	SD	Generally, the course was good.

PART III: OPTIONAL (ITEMS 41-100)

COMPLETE SECTION BELOW ACCORDING TO YOUR INSTRUCTOR'S DIRECTIONS.

41	A	B	C	D	E	71	A	B	C	D	E
42	A	B	C	D	E	72	A	B	C	D	E
43	A	B	C	D	E	73	A	B	C	D	E
44	A	B	C	D	E	74	A	B	C	D	E
45	A	B	C	D	E	75	A	B	C	D	E
46	A	B	C	D	E	76	A	B	C	D	E
47	A	B	C	D	E	77	A	B	C	D	E
48	A	B	C	D	E	78	A	B	C	D	E
49	A	B	C	D	E	79	A	B	C	D	E
50	A	B	C	D	E	80	A	B	C	D	E
51	A	B	C	D	E	81	A	B	C	D	E
52	A	B	C	D	E	82	A	B	C	D	E
53	A	B	C	D	E	83	A	B	C	D	E
54	A	B	C	D	E	84	A	B	C	D	E
55	A	B	C	D	E	85	A	B	C	D	E
56	A	B	C	D	E	86	A	B	C	D	E
57	A	B	C	D	E	87	A	B	C	D	E
58	A	B	C	D	E	88	A	B	C	D	E
59	A	B	C	D	E	89	A	B	C	D	E
60	A	B	C	D	E	90	A	B	C	D	E
61	A	B	C	D	E	91	A	B	C	D	E
62	A	B	C	D	E	92	A	B	C	D	E
63	A	B	C	D	E	93	A	B	C	D	E
64	A	B	C	D	E	94	A	B	C	D	E
65	A	B	C	D	E	95	A	B	C	D	E
66	A	B	C	D	E	96	A	B	C	D	E
67	A	B	C	D	E	97	A	B	C	D	E
68	A	B	C	D	E	98	A	B	C	D	E
69	A	B	C	D	E	99	A	B	C	D	E
70	A	B	C	D	E	100	A	B	C	D	E

USE
NO. 2
PENCIL
ONLY!

MODIFIED CASEY-RICHARDSON TEACHER RATING SCALE[1]

Instructions

Rate your instructor on each of the following items on the basis of a scale from 1 to 7 in which 1 is the lowest rating and 7 is the highest rating. Circle your rating.

1 2 3 4 5 6 7 A. Knowledge of subject matter field.

1 2 3 4 5 6 7 B. General Knowledge outside of subject matter field.

1 2 3 4 5 6 7 C. Incorporation of contemporary research into course work.

1 2 3 4 5 6 7 D. Ability to show relevance of course work to everyday life.

1 2 3 4 5 6 7 E. Extent to which new ideas are encountered in the course.

1 2 3 4 5 6 7 F. Clarity of objectives and goals.

1 2 3 4 5 6 7 G. Effectiveness of the organization of class work.

1 2 3 4 5 6 7 H. Appropriateness of teaching methods to class size and course goals.

1 2 3 4 5 6 7 I. Appropriateness of vocabulary to instructional level.

1 2 3 4 5 6 7 J. Fairness in testing and grading.

1 2 3 4 5 6 7 K. Tolerance of differences of viewpoint with class members.

1 2 3 4 5 6 7 L. Ableness in getting class members to participate in discussion.

1 2 3 4 5 6 7 M. Extent to which students are kept abreast of grade status.

---

[1] L. Ralph Casey and Charles E. Richardson. "Modified Casey-Richardson Teacher Rating Scale." Carbondale, Illinois, 1972. (Mimeographed.)

1 2 3 4 5 6 7 N. Extent to which orginial work by students is required.

1 2 3 4 5 6 7 O. Enthusiasm.

1 2 3 4 5 6 7 P. Sense of humor.

1 2 3 4 5 6 7 Q. Cheerfulness.

1 2 3 4 5 6 7 R. Personal appearance.

1 2 3 4 5 6 7 S. Poise.

1 2 3 4 5 6 7 T. Voice characteristics.

1 2 3 4 5 6 7 U. Absence of negative mannerisms.

1 2 3 4 5 6 7 V. Showed an interest in the students.

1 2 3 4 5 6 7 W. How does this instructor rank with others you have had.

9.07 Texts

Aaron, James E., and Strasser, Marland K. *Driver and Traffic Safety Education-Contents, Methods and Organization*. New York: Macmillan Company, 1966.

Aaron, James E., and Strasser, Marland, K. *Driving Task Instructional-Dual Control, Simulation, and Multiple-Car*. New York: Macmillan Company, 1974.

American Automobile Association. *Sportsmanlike Driving*. Webster Division, McGraw-Hill Book Company, 1975.

Center for Safety Education. *Driver Education and Traffic Safety*. Englewood Cliffs, NJ : Prentice-Hall, Inc., 1968

Halsey, Maxwell, N. et.al. *Let's Drive Right*. Chicago: Scott, Foresman and Company, 1972.

Pawlowski, J. G., and Johnson, Duane R. *Tomorrow's Driver*. Chicago: Lyons and Carnahan, 1971.

Strasser, Marland K., et.al. *Driver Education-Learning to Drive Defensively*. River Froest, IL: Laidlaw, 1973.

APPENDIX A

Sample Forms

SCHOOL NAME ____________

SCHOOL ADDRESS ____________

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION
Safety Education/Pupil Transportation Section
100 North First Street
Springfield, Illinois 62777

PAGE ______ OF ______

DATE ____________

SCHOOL REPORT FOR CERTIFICATE ISSUANCE (INCLUDING REIMBURSEMENT, IF APPLICABLE)

SCHOOL CODE ____________

NAME			STUDENT INSTRUCTION PERMIT LICENSE NUMBER	BIRTH DATE			SEX	CLASSROOM				LABORATORY				INSTRUCTOR OPERATOR'S LICENSE NUMBER
								DATE COMPLETED			STATUS CODE	DATE COMPLETED			STATUS CODE	
LAST	FIRST	MIDDLE INITIAL		MO.	DAY	YR.		Mo.	Day	Yr.		Mo.	Day	Yr.		
1.																
2.																
3.																
4.																
5.																
6.																
7.																
8.																
9.																
10.																
11.																
12.																
13.																
14.																
15.																
16.																
17.																
18.																
19.																
20.																

IOE 34 02 (12/75)

Signature of Chief School Administrator ____________________

TOTAL CODES 5 & 6 ON THIS PAGE Classroom ________ Laboratory ________

SCHOOL NAME A

SCHOOL ADDRESS

DATE B

INSTRUCTIONS AND EXAMPLES

PAGE C OF

SCHOOL CODE D

This form is to be completed and forwarded to the Safety Education Section, Illinois Office of Education when a class has successfully completed the laboratory instruction of the driver education course. Report only those students who have passed the complete driver education course for which certificates are to be issued and reimbursement (if applicable) is to be claimed. Failures for either classroom and/or laboratory instruction will be reported on IOE 34-03 continuously during the fiscal year. Likewise, students who complete the classroom only and who will enroll in laboratory instruction the following fiscal year will be reported on the IOE 34-03.

- A. The school name and address.
- B. The date on which IOE 34-02 was mailed to the Illinois Office of Education.
- C. The present page number of the total number of pages in this report. (Example: Page 6 of 20).
- D. The four-digit school code number issued by the Safety Education Section during or after the 1969-70 school year.
- E. The full name of the student exactly as it appears on the student instruction permit license.
- F. The student instruction permit license number. This is an eleven-digit number with a prefix of the first letter in the last name. **Do Not** use the student instruction permit receipt number.
- G. The birthdate stated numerically: month, day, and year. (Example: September 6, 1953 as 09-06-53).
- H. The student's sex, "M" or "1" for male, "F" or "2" for female.
- I. The date on which the classroom course was completed. (Example: January 5, 1970 as 01-05-70). This is to be reported for all students even though the classroom instruction may have been claimed during the previous fiscal year.
- J. The status code to be used for each student.
  - Code 5 - Passed on the first attempt.
  - Code 6 - Passed on the second attempt.
  - Code 7 - Passed on the third attempt and is non-reimbursable.
  - Code 9 - Reciprocity.
  - [All failures and classroom only students are to be reported on IOE 34-03.]
- K. The date on which the laboratory course was completed. (Example: January 15, 1970 as 01-15-70).
- L. The same status code as item J.
- M. The operator's license number of the last teacher the student had during the laboratory instruction.
- N. The total number of reimbursable students for classroom instruction per page. (Codes 5 and 6)
- O. The total number of reimbursable students for laboratory instruction per page. (Codes 5 and 6)
- P. The signature of the chief school administrator or a person so designated to sign for him.

EXAMPLES GIVEN BELOW

1. *A student who has passed both the classroom and laboratory instruction on the first attempt and will need a certificate. Reimbursement is also claimed.*
2. *A student who was claimed for the classroom instruction during the last fiscal year and reported in the current fiscal year for certification and reimbursement.*
3. *A student who is non-reimbursable but will need a certificate. (See IOE 34-03 example 3 and 4).*
4. *A student who has passed both the classroom and laboratory instruction on the second attempt and will need a certificate. Reimbursement is also claimed. (See IOE 34-03 example 5.)*
5. *A student who has passed both the classroom and laboratory instruction, is non-reimbursable but will need a certificate.*
6. *A student who received his classroom and laboratory instruction out of state; reciprocity is established.*

Attach copy of evidence of successful completion of Equivalent 30/6 Program.

- State Office Use Only -

BATCH

EVALUATED

KEY PUNCH

VERIFY

MAILED

	NAME			STUDENT INSTRUCTION PERMIT LICENSE NUMBER	BIRTH DATE MO. DAY YR.	SEX	CLASSROOM		LABORATORY		INSTRUCTOR OPERATOR'S LICENSE NUMBER
	LAST	FIRST	MIDDLE INITIAL				DATE COMPLETED Mo. Day Yr.	STATUS CODE	DATE COMPLETED Mo. Day Yr.	STATUS CODE	
	E			F	G	H	I	J	K	L	M
1.	Wilson	Kent	A.	W425-5015-3121	04-24-53	M	05-10-69	5	05-10-69	5	D260-5022-8034
2.	Gage	Deborah	S.	G200-1775-3612	01-12-53	F	05-28-68	7	07-18-68	5	"
3.	Olson	Cynthia	J.	0425-1105-2849	05-01-52	F	07-01-68	7	04-23-69	7	"
4.	Lane	Bruce	A.	L500-0615-3123	04-30-53	M	06-25-69	6	06-25-69	6	"
5.	Bright	Jean	A.	B623-4615-3625	02-04-53	F	10-20-68	7	10-20-68	7	"
6.	Wells	Vicki	S.		06-28-53	F	05-28-69	9	05-28-69	9	Indiana

Signature of Chief School Administrator P

TOTAL CODES 5 & 6 ON THIS PAGE Classroom N Laboratory O

197

~~198~~

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION
Department of Instruction
Safety Education Section
100 North First Street
Springfield, Illinois 62777

SCHOOL NAME ____________________

SCHOOL ADDRESS ____________________

DATE ____________________

PAGE ________ OF ________

SCHOOL CODE ____________________

SCHOOL REPORT FOR REIMBURSEMENT CLAIM ONLY

NAME			STUDENT INSTRUCTION PERMIT LICENSE NUMBER	BIRTH DATE			SEX	CLASSROOM				LABORATORY				INSTRUCTOR OPERATOR'S LICENSE NUMBER
LAST	FIRST	MIDDLE INITIAL		MO.	DAY	YR.		DATE COMPLETED Mo.	Day	Yr.	STATUS CODE	DATE COMPLETED Mo.	Day	Yr.	STATUS CODE	

181

____
Signature of Chief School Administrator

TOTAL REIMBURSABLE
STUDENTS ON THIS PAGE
(Codes 1, 2, 5, and 6) Classroom ________ Laboratory ________

INSTRUCTIONS AND EXAMPLES

SCHOOL NAME **A**
SCHOOL ADDRESS
DATE **B**

PAGE **C** OF
SCHOOL CODE **D**

This form is to be completed and forwarded to the Safety Education Section, Illinois Office of Education to report students for reimbursement only. Report only three types of students:

1) Those students who have completed classroom instruction and either do not wish to enroll in the laboratory instruction or will complete the laboratory instruction during the next fiscal year;
2) Those students who have failed either the classroom and/or laboratory instruction, and
3) Those students who have passed the complete course of instruction but will not need a certificate

INSTRUCTIONS

A. The school name and address.
B. The date on which IOE 34-03 was mailed to the Illinois Office of Education.
C. The present page number of the total number of pages in this report. (Example: Page 6 of 20).
D. The four-digit school code number issued by the Illinois Office of Education as of the 1969-70 school year.
E. The full name of the student exactly as it appears on the student instruction permit license.
F. The student instruction permit license number if the laboratory instruction was completed. This is an eleven-digit number with a prefix of the first letter in the last name. Do not use the student instruction permit receipt number.
G. The birthdate stated numerically, month, day, and year. (Example: September 6, 1953 as 09-06-53).
H. The student's sex, "M" or "1" for male, "F" or "2" for female.
I. The date on which the classroom course was completed. (Example: January 5, 1969 as 01-05-69.) This is to be reported for all students even though the classroom may have been claimed during the previous fiscal year.
J. The status codes to be used for each student.

Codes for first attempt	"1" fail or "5" pass
Codes for second attempt	"2" fail or "6" pass
Codes for third attempt or non-reimbursable reporting	"3" fail or "7" pass
Code for reciprocity	"9" pass

(Request for issuance of a duplicate certificate must be submitted on Form IOE 34-12 only)

K. The date on which the laboratory course was completed. (Example: January 15, 1969 as 01-15-69.)
L. The same status code as in item J.
M. The operator's license number of the last teacher the student had during the laboratory instruction.
N. The total number of reimbursable students claimed for classroom instruction per page. (Codes 1,2,5, &6)
O. The total number of reimbursable students claimed for laboratory instruction per page. (Codes 1,2,5, & 6)
P. The signature of the chief school administrator or a person so designated to sign for him.

EXAMPLES GIVEN BELOW ARE BASED ON 68-69 FISCAL YEAR

1. *A student who has taken the classroom instruction only during this fiscal year.*
2. *A student who has successfully completed both the classroom and laboratory instruction, but is over eighteen years old and thus will not need certification to receive his drivers license.*
3. *A student who has passed the classroom but failed the laboratory instruction.*
4. *A student who has been claimed previously for classroom instruction and failed the laboratory instruction again on the second attempt.* (See example 3, IOE 34-02 for report of passing on third attempt).
5. *A student who has failed both the classroom and laboratory instruction. Reported on IOE 34-02 as Code 6 for certificate and reimbursement.*
6. *A student who has failed both the classroom and laboratory instruction on the second attempt. The school was paid for this student's first attempt the last fiscal year.* (See examoles on IOE 34-02).

- State Office Use Only -

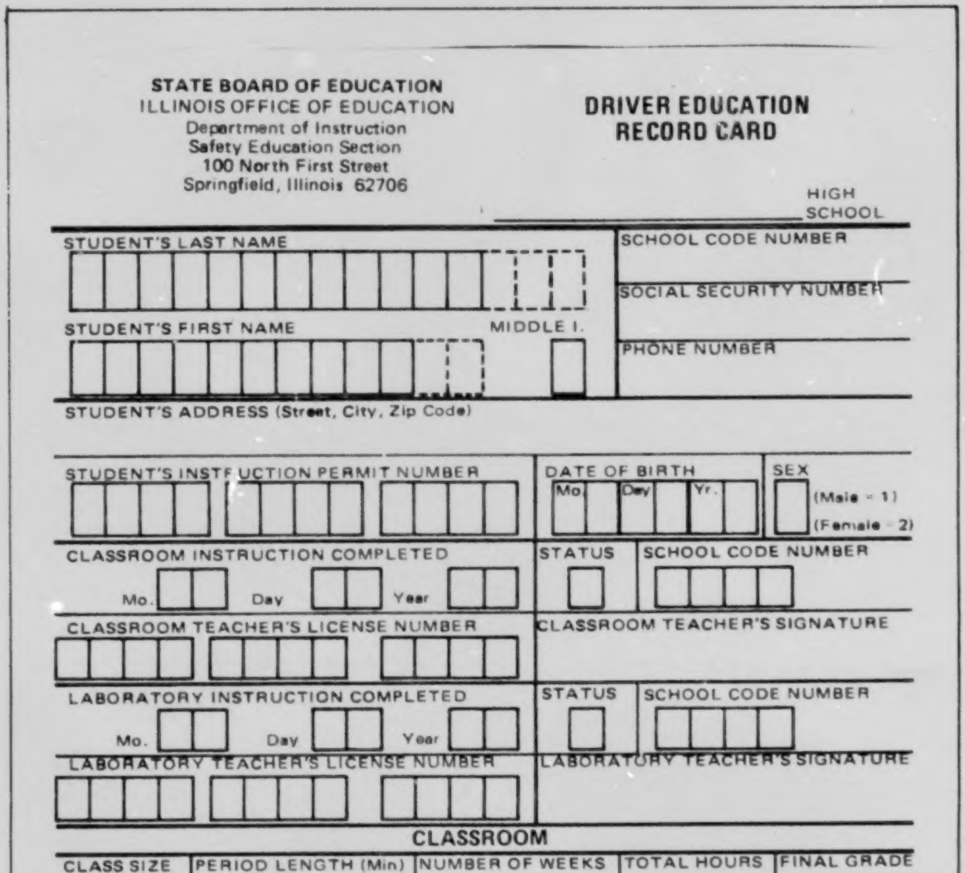
BATCH
EVALUATED
KEY PUNCH
VERIFY
MAILED

NAME LAST	FIRST	MIDDLE INITIAL	STUDENT INSTRUCTION PERMIT LICENSE NUMBER	BIRTH DATE MO. DAY YR.	SEX	CLASSROOM DATE COMPLETED Mo. Day Yr.	CLASSROOM STATUS CODE	LABORATORY DATE COMPLETED Mo. Day Yr.	LABORATORY STATUS CODE	INSTRUCTOR OPERATOR'S LICENSE NUMBER
E			**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**
1. Kennedy	Mark	A.		02-02-53	M	11-11-68	5			
2. Fox	Terrance	B.	F200-8025-1111	04-18-51	M	05-06-69	5	05-06-69	5	D260-5022-8034
3. Olson	Cynthia	J.	0425-1105-2849	05-01-52	F	07-01-68	5	10-06-68	1	"
4. Olson	Cynthia	J.	0425-1105-2849	05-01-52	F	07-01-68	7	01-08-69	2	"
5. Lane	Bruce	A.	L500-0615-3123	04-30-53	M	05-28-69	1	05-28-69	1	"
6. Bright	Jean	A.	B623-4615-3625	02-04-53	F	07-27-68	2	07-27-68	2	"

P
Signature of Chief School Administrator

TOTAL REIMBURSABLE STUDENTS ON THIS PAGE (Codes 1, 2, 5, and 6)
Classroom **N**
Laboratory **O**

IOE Form 50- not available at the time this document was printed.



STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION
Department of Instruction
Safety Education Section
100 North First Street
Springfield, Illinois 62706

DRIVER EDUCATION RECORD CARD

______________________ HIGH SCHOOL

STUDENT'S LAST NAME	SCHOOL CODE NUMBER
	SOCIAL SECURITY NUMBER
STUDENT'S FIRST NAME / MIDDLE I.	PHONE NUMBER

STUDENT'S ADDRESS (Street, City, Zip Code)

STUDENT'S INSTRUCTION PERMIT NUMBER	DATE OF BIRTH Mo. Day Yr.	SEX (Male = 1) (Female = 2)
CLASSROOM INSTRUCTION COMPLETED Mo. Day Year	STATUS	SCHOOL CODE NUMBER
CLASSROOM TEACHER'S LICENSE NUMBER	CLASSROOM TEACHER'S SIGNATURE	
LABORATORY INSTRUCTION COMPLETED Mo. Day Year	STATUS	SCHOOL CODE NUMBER
LABORATORY TEACHER'S LICENSE NUMBER	LABORATORY TEACHER'S SIGNATURE	

CLASSROOM

CLASS SIZE	PERIOD LENGTH (Min)	NUMBER OF WEEKS	TOTAL HOURS	FINAL GRADE

LABORATORY

STUDENT INSTRUCTION PERMIT Date Issued Date Expires	TYPE OF CAR ☐ Automatic ☐ Standard	NUMBER IN CAR

METHOD OF INSTRUCTION		PERIOD LENGTH (Minutes)	NUMBER OF LESSONS	NUMBER OF WEEKS	TOTAL CLOCK HOURS
SIMULATOR					
MULTIPLE-CAR FACILITY	BTW				
	OBS				
ON STREET DRIVING	BTW				
	OBS				

COMMENTS

NAME OF PARENT OR GUARDIAN (Indicate which)	PHONE NUMBER

FINAL LAB GRADE	DATE CLASSROOM CLAIMED	DATE LABORATORY CLAIMED

IOE 34-06 (2/75)

Laboratory Instruction

NAME OF STUDENT	**TYPE OF INSTRUCTION – CODE NUMBERS** Simulator = 1 On-Street (BTW) = 2 (OBS) = 3 Multiple-Car Facility (BTW) = 4 (OBS) = 5

DATE	TYPE OF INSTRUCTION	TIME (Min.)	LESSONS	STUDENT PROGRESS
	1 2 3 4 5			
	1 2 3 4 5			
	1 2 3 4 5			
	1 2 3 4 5			
	1 2 3 4 5			
	1 2 3 4 5			
	1 2 3 4 5			
	1 2 3 4 5			
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	1 2 3 4 5			
	1 2 3 4 5			
	1 2 3 4 5			
	1 2 3 4 5			

TOTAL HOURS OF INSTRUCTION	CODE 1	CODE 2	CODE 3	CODE 4	CODE 5	FINAL LAB GRADE

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION
Safety Education Section
100 North First Street
Springfield, Illinois 62777

SIGNATURE AND ADDRESS AUTHORIZATION

This form authorizes the signatures of persons selected by the school administrators to certify on Form IOE 34-02 the names of pupils who have successfully completed an approved driver education program consisting of a minimum of 30 clock hours of classroom study including motorcycle instruction, and at least 6 hours of practice driving in a dual-control automobile or the equivalent as approved on simulator and/or range programs at established ratios.

NAME OF SCHOOL	SCHOOL CODE NUMBER
ADDRESS (Street, City, Zip Code)	
DISTRICT NAME	DISTRICT NUMBER

For fiscal year 1975-1976, July 1, 1975, through June 30, 1976, the following persons are authorized to certify lists of pupils submitted periodically by this school and to sign the certificates for the pupils before releasing them to the pupils. (Submit prior to September 30, 1975)

NAME (Type or Print)	POSITION	SIGNATURE

In order to expedite the handling of driver education materials, please designate in the space provided below one person to whom the State Office should address all correspondence, certificates, error listings, etc.

NAME OF PERSON	
SCHOOL NAME	
SCHOOL STREET ADDRESS	
CITY	ZIP CODE
TELEPHONE (Include Area Code)	

Date *Signature of Chief School Administrator*

IOE 34-11 (6/75)

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION
Safety Education Section
100 North First Street
Springfield, Illinois 62777

REQUEST FOR ISSUANCE OF DUPLICATE CERTIFICATE OF COMPLETION

INSTRUCTIONS: This form must be completed and submitted to the above address when requesting issuance of duplicate certificate of completion. Completion and submission of this form must be done by the school through which the original certificate of completion was issued. All spaces must be completed.

Name of Student (Last, First, M/I) ____________________

Instructional Permit Number ____________________

Date of Birth (Month, Day, Year) ____________________

Sex (Male = 1 or M, Female = 2 or F) ________

Date of Classroom Completion ____________________

Classroom Status Code 7

Date of Laboratory Completion ____________________

Laboratory Status Code 7

School Code Number ____________________

Teacher's License Number ____________________

- -

Name of School where Driver Education was Completed ____________________

School Address (Street, City, Zip Code) ____________________

____

The above named student has successfully completed both the classroom and laboratory instruction in driver education at the indicated school and has lost the original certificate. The status code "7" is used for all duplicate certificates.

________________ Date

________________________________ Signature of Chief School Administrator

IOE 34-12 (7/75)

APPENDIX B

Sample Schedules *

Scheduling information and procedures will differ in various school systems. For example, length of class periods is of considerable importance in scheduling. The following illustrations are examples of schedules based upon the concepts of open scheduling, (students assigned to laboratory instruction from study halls) and closed scheduling, (all classroom laboratory activities within a single period).

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*Maryland State Department of Education. Administrative Guide for Driver Education. Baltimore, Maryland, 1971.

OPEN SCHEDULING No. 1

1. 1 teacher, 1 car, 48 students per semester or 96 students per school year. 2 students assigned per car.
2. 24 students assigned to each of two classroom sections meeting 2nd and 6th periods, 3 days per week for 18 weeks.

	Monday	Tuesday	Wednesday	Thursday	Friday
1	A_1 = 2 students BTW	A_2 = 2 students BTW	A_3 = 2 students BTW	A_4 = 2 students BTW	A_5 = 2 students BTW
2	A = 24 students Classroom	A_6 = 2 students BTW	A = 24 Classroom	A_7 = 2 students BTW	A = 24 Classroom
3	A_8 = 2 students BTW	A_9 = 2 students BTW	A_{10} = 2 students BTW	A_{11} = 2 students BTW	A_{12} = 2 students BTW
4	LUNCH				
5	B_1 = 2 students BTW	B_2 = 2 students BTW	B_3 = 2 students BTW	B_4 = 2 students BTW	B_5 = 2 students BTW
6	B = 24 students Classroom	B_6 = 2 students BTW	B = 24 students Classroom	B_7 = 2 students BTW	B = 24 students Classroom
7	B_8 = 2 students BTW	B_9 = 2 students BTW	B_{10} = 2 students BTW	B_{11} = 2 students BTW	B_{12} = 2 students BTW

A or B = Classroom group of 24 students.
A or B$_{\text{subnumber}}$ = Driving groups (i.e., A_1, A_2, A_3, B_1, B_2, B_3)

OPEN SCHEDULING No. 2

1. 2 teachers, 2 cars, 108 students per semester or 216 students per year. 2 students assigned per car.
2. 34 students assigned to each of 3 classroom sections meeting 1st, 3rd and 6th periods, 3 days per week for 18 weeks.

	Monday	Tuesday	Wednesday	Thursday	Friday
1	34 Classroom A B_1 2 BTW	A_4 A_5 4 BTW	34 Classroom A B_2 2 BTW	A_6 A_7 4 BTW	34 Classroom A B_3 2 BTW
2	A_8 A_9 4 BTW	A_{10} A_{11} 4 BTW	A_{12} A_{13} 4 BTW	A_{14} A_{15} 4 BTW	A_{16} A_{17} 4 BTW
3	34 Classroom B C_1 2 BTW	B_4 B_5 4 BTW	34 Classroom B C_2 2 BTW	B_6 B_7 4 BTW	34 Classroom B C_3 2 BTW
4	LUNCH				
5	B_8 B_9 4 BTW	B_{10} B_{11} 4 BTW	B_{12} B_{13} 4 BTW	B_{14} B_{15} 4 BTW	B_{16} B_{17} 4 BTW
6	34 Classroom C A_1 2 BTW	C_4 C_5 4 BTW	34 Classroom C A_2 2 BTW	C_6 C_7 4 BTW	34 Classroom C A_3 2 BTW
7	C_8 C_9 4 BTW	C_{10} C_{11} 4 BTW	C_{12} C_{13} 4 BTW	C_{14} C_{15} 4 BTW	C_{16} C_{17} 4 BTW

OPEN SCHEDULING No. 3

1. 3 teachers, 3 cars, 152 students per semester or 304 students per school year. 2 students assigned per car per hour.
2. 38 students assigned to each of 4 classroom sections meeting 1st, 3rd, 5th and 7th periods, 3 days per week for 18 weeks.

	Monday	Tuesday	Wednesday	Thursday	Friday
1	Classroom A = 38 Lab B_1, B_2 = 4	Lab A_3, A_4, A_5 = 6	Classroom A = 38 Lab B_9, B_{10} = 4	Lab A_6, A_7, A_8 = 6	Classroom A = 38 Lab B_{11}, B_{12} = 4
2	Lab A_{13}, A_{14}, A_{15} = 6	Lab B_{13}, B_{14}, B_{15} = 6	Lab B_{16}, B_{17}, B_{18} = 6	Lab A_{16}, A_{17}, A_{18} = 6	Lab A_{19}, B_{19} = 4 Two makeup
3	Classroom B = 38 Lab A_1, A_2 = 4	Lab B_3, B_4, B_5 = 6	Classroom B = 38 Lab A_9, A_{10} = 4	Lab B_6, B_7, B_8 = 6	Classroom B = 38 Lab A_{11}, A_{12} = 4
4			LUNCH		
5	Classroom C = 38 Lab D_1, D_2 = 4	Lab C_3, C_4, C_5 = 6	Classroom C = 38 Lab D_9, D_{10} = 4	Lab C_6, C_7, C_8 = 6	Classroom C = 38 Lab D_{11}, D_{12}
6	Lab C_{13}, C_{14}, C_{15} = 6	Lab D_{13}, D_{14}, D_{15} = 6	Lab D_{16}, D_{17}, D_{18} = 6	Lab C_{16}, C_{17}, C_{18} = 6	Lab C_{19}, D_{19} = 4 Two makeup
7	Classroom D = 38 Lab C_1, C_2 = 4	Lab D_3, D_4, D_5 = 6	Classroom D = 38 Lab C_9, C_{10} = 4	Lab D_6, D_7, D_8 = 6	Classroom D = 38 Lab C_{11}, C_{12} = 4

P.M. same as A.M.

OPEN SCHEDULING No. 4

1. 1 teacher, 1 car, 12 place simulator, 72 students per semester or 144 students per year. 4 students assigned per car.
2. 36 students assigned to each of two classroom sections meeting 2nd and 6th periods, 3 days per week for 18 weeks.

	Monday	Tuesday	Wednesday	Thursday	Friday
1	A_1 = 4 students BTW	Simulation 12 students	A_2 = 4 students BTW	A_3 = 4 students BTW	A_4 = 4 students BTW
2	A 36 students Classroom	Simulation 12 students	A 36 students Classroom	A_5 = 4 students BTW	A 36 students Classroom
3	A_6 = 4 students BTW	Simulation 12 students	A_7 = 4 students BTW	A_8 = 4 students BTW	A_9 = 4 students BTW
4			LUNCH		
5	B_1 = 4 students BTW	Simulation 12 students	B_2 = 4 students BTW	B_3 = 4 students BTW	B_4 = 4 students BTW
6	B 36 students Classroom	Simulation 12 students	B 36 students Classroom	B_5 = 4 students BTW	B 36 students Classroom
7	B_6 = 4 students BTW	Simulation 12 students	B_7 = 4 students BTW	B_8 = 4 students BTW	B_9 = 4 students BTW

OPEN SCHEDULING No. 5

1. 2 teachers, 12 place simulator, 2 cars, 144 students per semester or 288 per year. 4 students assigned per car.
2. 36 students assigned to each of 4 classroom sections meeting 1st, 3rd, 5th and 7th periods, 3 days per week for 18 weeks.

	Monday	Tuesday	Wednesday	Thursday	Friday
1	Classroom A 36 $B_1 = 4$ BTW	$A_{1.2.3}$ Sim $A_4 = 4$ BTW	Classroom A 36 $B_5 = 4$ BTW	$A_{4.5.6}$ Sim $A_2 = 4$ BTW	Classroom A 36 $B_6 = 4$ BTW
2	A_7 $A_8 = 8$ BTW	$A_{7.8.9}$ Sim $A_3 = 4$ BTW	B_7 $B_8 = 8$ BTW	$B_{7.8.9}$ Sim $B_3 = 4$ BTW	A_9 $B_9 = 8$ BTW
3	Classroom B 36 $A_1 = 4$ BTW	$B_{1.2.3}$ Sim $B_4 = 4$ BTW	Classroom B 36 $A_5 = 4$ BTW	$B_{4.5.6}$ $B_2 = 4$ BTW	Classroom B36 $A_6 = 4$ BTW
4			LUNCH		
5	Classroom C 36 $D_1 = 4$ BTW	$C_{1.2.3}$ Sim $C_4 = 4$ BTW	Classroom C 36 $D_5 = 4$ BTW	$C_{4.5.6}$ Sim $C_2 = 4$ BTW	Classroom C 36 $D_6 = 4$ BTW
6	C_7 $C_8 = 8$ BTW	$C_{7.8.9}$ Sim $C_3 = 4$ BTW	D_7 $D_8 = 8$ BTW	$D_{7.8.9}$ Sim $D_3 = 4$ BTW	C_9 $D_9 = 8$ BTW
7	Classroom D 36 $C_1 = 4$ BTW	$D_{1.2.3}$ Sim $D_4 = 4$ BTW	Classroom D 36 $C_5 = 4$ BTW	$D_{4.5.6}$ Sim $D_2 = 4$ BTW	Classroom D 36 $C_6 = 4$ BTW

OPEN SCHEDULING No. 6

1. 3 teachers, 3 cars, 16 place simulator installation, 224 students per semester or 448 per year. 4 students assigned per car on street.
2. 40 students assigned to 1st, 3rd, 5th and 7th hours, 32 students assigned to 2nd and 6th hours meeting Monday, Wednesday and Friday for 18 weeks.

	Monday	Tuesday	Wednesday	Thursday	Friday
1	Cl. 40 students A A 1-10 BTW $B_{1.2}$	Sim $A_{5.6.7.8}$ BTW $A_{3.4}$	Cl. A BTW $C_{5.6}$	Sim $A_{1.2.3.4}$ BTW $A_{8.9}$	Cl. A BTW $C_{9.10}$
2	Cl. 32 students B B 1-8 BTW $C_{1.2}$	Sim $B_{5.6.7.8}$ BTW $B_{3.4}$	Cl. B BTW A_5 Sim $A_{9.10}$ $C_{9.10}$	Sim $B_{1.2.3.4}$ BTW $B_{5.6}$	Cl. B Make up BTW A_{10}
3	Cl. 40 students C C 1-10 BTW $A_{1.2}$	Sim $C_{5.6.7.8}$ BTW $C_{3.4}$	Cl. C BTW $A_{6.7}$	Sim $C_{1.2.3.4}$ BTW $C_{7.8}$	Cl. C BTW $B_{7.8}$
4			LUNCH		
5	Cl. 40 students D D 1-10 BTW $E_{1.2}$	Sim $D_{5.6.7.8}$ BTW $D_{3.4}$	Cl. D BTW $F_{5.6}$	Sim $D_{1.2.3.4}$ BTW $D_{8.9}$	Cl. D BTW $D_{9.10}$
6	Cl. 32 students E E 1-8 BTW $F_{1.2}$	Sim $E_{5.6.7.8}$ BTW $E_{3.4}$	Cl. E BTW D_{15} Sim $D_{9.10}$ $F_{9.10}$	Sim $E_{1.2.3.4}$ BTW $E_{5.6}$	Cl. E Make up BTW D_{10}
7	Cl. 40 students F E 1-10 BTW $D_{1.2}$	Sim $F_{5.6.7.8}$ BTW $F_{3.4}$	Cl. F BTW $D_{6.7}$	Sim $F_{1.2.3.4}$ BTW $F_{7.8}$	Cl. F BTW $E_{7.8}$

CLOSED SCHEDULING

Closed scheduling, with one or two teachers in a school system employing 40 minute periods and offering a program consisting of 30 hours of classroom and six hours of on-street laboratory experience, is extremely difficult to justify on a cost basis. Class size would be restricted to five students per period with one teacher and offers no increase in student-teacher ratio with a second teacher. The addition of a third teacher increases the number of students to 20. Addition of simulation increases the number of students per period to 24. In an expanding program, using 40 minute instructional periods, a school district might well assess the merits of introducing simulation into a program and consider hiring a third instructor.

Introduction of the multiple car method results in improved teacher-student ratios in a manner similar to simulation. However, due to offering ratios of "range" time to on-street time as a function of "range" size – design – number of vehicle and marked changes required in classroom instruction, it is suggested that districts contemplating adopting range programs seek assistance and approval of plans from the Maryland State Department of Education.

With 40 minute periods, purchase and utilization of a driving simulator system warrants some merit when enrollment reaches approximately 24 students per period, or 288 students in driver education on a school year basis. This figure may, however, represent the enrollment of two schools, each operating a semester program with three teachers assigned to driver education servicing both programs. However, utilization of driving simulators in a 40 minute program with integrated classroom laboratory experiences in a closed schedule (all classroom laboratory activities within a single period) does not appear to be fully realistic with fewer than four instructors.

CLOSED SCHEDULING NO. 1

Since the schedule for all periods is the same in a closed schedule, the following would be duplicated for each of the six periods in a school employing 40 minute periods with teaching assignments of six periods per day.

1. Two teachers, 12 place simulator, two cars, 24 students assigned driver education per period, 144 students per semester or 288 students per year.
2. Students divided into two classroom groups "A" and "B" of 12 students each. Classroom groups further divided into two groups A_1 and $_2$, B_1 and $_2$ of six students each for simulator instruction. Each simulator group A_1 and $_2$ and B_1 and $_2$ is further divided into on-street instructional groups of three students each; i.e., A_{1a} and $_b$, A_{2a} and $_b$, B_{1a} and $_b$, B_{2a} and $_b$.

Driver Education — Classroom/Laboratory

Day	Classroom	Simulator	BTW	S.H.
1	AB			
2	A	B_{12}		
3	B	A_{12}		
4	A	B_2	B_{1a}	B_{1b}
5	B	A_2	A_{1a}	A_{1b}

Driver Education — Classroom/Laboratory

Day	Classroom	Simulator	BTW	S.H.
6	A	B_1	B_{2a}	B_{2b}
7	B	A_1	A_{2a}	A_{2b}
8	A	B_2	B_{2b}	B_{1a}
9	B	A_2	A_{1b}	A_{1a}
10	A		B_{2ba}	B_{1ab}
11	B		A_{2ba}	A_{1ab}
12	A	B_2	B_{1a}	B_{1b}
13	B	A_2	A_{1a}	A_{1b}
14	A	B_1	B_{2b}	B_{2a}
15	B	A_1	A_{2b}	A_{2a}
16	A	B_2	B_{1b}	B_{1a}
17	B	A_2	A_{1b}	A_{1a}
18	A	B_1	B_{2a}	B_{2b}
19	B	A_1	A_{2a}	A_{2b}
20	A		B_{1ab}	B_{2ab}
21	B		B_{1ab}	A_{2ab}
22	A	$_1$	B_{2b}	B_{2a}
23	B	$_1$	A_{2b}	A_{2c}
24	B	B_2	B_{1a}	B_{1b}
25	B	A_2	A_{1a}	A_{1b}
26	A	B_1	B_{2a}	B_{ab}
27	B	A_1	A_{2a}	A_{2b}
28	A	B_2	B_{1b}	B_{1a}
29	B	A_2	A_{1b}	A_{1a}
30	A		B_{2ba}	B_{1ab}
31	B		A_{2ba}	A_{1ab}
32	A	B_2	B_{1a}	B_{1b}
33	B	A_2	A_{1a}	A_{1b}
34	A	B_1	B_{2b}	B_{2a}
35	B	A_1	A_{2b}	A_{2a}
36	A	B_2	B_{1b}	B_{1a}
37	B	A_2	A_{1b}	A_{1a}
38	A	B_1	B_{2a}	B_{2b}
39	B	A_1	A_{2a}	A_{2b}
40	A		B_{1ab}	B_{2ab}
41	B		A_{1ab}	A_{2ab}
42	A	B_1	B_{2b}	B_{2a}
43	B	A_1	A_{2b}	A_{2a}
44	A	B_2	B_{1a}	B_{1b}
45	B	A_2	A_{1a}	A_{1b}
46	A	B_1	B_{2b}	B_{2a}
47	B	A_1	A_{2b}	A_{2a}
48	A	B_2	B_{1b}	B_{1a}
49	B	A_2	A_{1b}	A_{1a}
50	A		B_{2ab}	B_{1ab}
51	B		A_{2ab}	A_{1ab}
52	A	B_2	B_{1a}	B_{1b}

Driver Education — Classroom/Laboratory

Day	Classroom	Simulator	BTW	S.H.
53	B	A_2	A_{1a}	A_{1b}
54	A	B_1	B_{2a}	B_{2b}
55	B	A_1	A_{2a}	A_{2b}
56	A	B_2	B_{1b}	B_{1a}
57	B	A_2	A_{1b}	A_{1a}
58	A	B_1	B_{2b}	B_{2a}
59	B	A_1	A_{2b}	A_{2a}
60	A		B_{1ba}	B_{2ab}
61	B		A_{1ba}	A_{2ab}
62	A	B_1	B_{2a}	B_{1b}
63	B	A_1	A_{2a}	A_{1b}
64	A	B_2	B_{1b}	B_{1a}
65	B	A_2	A_{1b}	A_{1a}
66	A	B_1	B_{2b}	B_{2a}
67	B	A_1	A_{2b}	A_{2a}
68	A	B_2	B_{1a}	B_{1b}
69	B	A_2	A_{1a}	A_{1b}
70	A		B_{2ab}	B_{1ab}
71	B		A_{2ab}	A_{1ab}
72	A	B_2	B_{1b}	B_{1a}

Driver Education — Classroom/Laboratory

Day	Classroom	Simulator	BTW	S.H.
73	B	A_2	A_{1b}	A_{1a}
74	A	B_1	B_{2a}	B_{2b}
75	B	A_1	A_{2a}	A_{2b}
76	A	B_2	B_{1a}	B_{1b}
77	B	A_2	A_{1a}	A_{1b}
78	A	B_1	B_{2b}	B_{2a}
79	B	A_1	A_{2b}	A_{2a}
80	A		B_{1ab}	B_{2ab}
81	B		A_{1ab}	A_{2ab}
82	A	B_1	B_{2a}	B_{2b}
83	B	A_1	A_{2a}	A_{2b}
84	A	B_2	B_{1a}	B_{1b}
85	B	A_2	A_{1a}	A_{1b}
86	A	B_1	B_{2b}	B_{2a}
87	B	A_1	A_{2b}	A_{2a}
88	A	B_2	B_{1b}	B_{2a}
89	B	A_2	A_{1b}	A_{2a}
90	A		Make up	
91				
92				

CLOSED SCHEDULING #2

Driver Education — Classroom/Laboratory

Day	Classroom	Simulator	BTW	S.H.
1	AB			
2	A	B_1		
3	B	A_1		
4	A	B_2	B_{1ab}	B_{1cd}
5	B	A_2	A_{1ab}	B_{1cd}
6	A	B_1	B_{2ab}	B_{2cd}
7	B	A_1	A_{2ab}	A_{2cd}
8	A	B_2	B_{1cd}	B_{1ab}
9	B	A_2	A_{1cd}	A_{1ab}
10	A		B_{2cda}	B_1 B_{2b}
11	B		A_{2cda}	A_1 A_{2b}
12	A	B_2	B_{1ab}	B_{1cd}
13	B	A_2	A_{1ab}	A_{1cd}
14	A	B_1	B_{2bc}	B_{2da}
15	B	A_1	A_{2bc}	A_{2da}
16	A	B_2	B_{1cd}	B_{1ab}
17	B	A_2	A_{1cd}	A_{1ab}
18	A	B_1	B_{2da}	B_{2bc}
19	B	A_1	A_{2da}	A_{2bc}
20	A		B_{1abc}	B_2 B_{1d}
21	B		A_{1abc}	A_2 A_{1d}

Driver Education — Classroom/Laboratory

Day	Classroom	Simulator	BTW	S.H.
22	A	B_1	B_{2bc}	B_{2da}
23	B	A_1	A_{2bc}	A_{2da}
24	A	B_2	B_{1da}	B_{1bc}
25	B	A_2	A_{1da}	A_{1bc}
26	A	B_1	B_{2da}	B_{2bc}
27	B	A_1	A_{2da}	A_{2bc}
28	A	B_2	B_{1bc}	B_{1da}
29	B	A_2	A_{1bc}	A_{1da}
30	A		B_{2bcd}	B_1 B_{2a}
31	B		A_{2bcd}	A_1 A_{2a}
32	A	B_2	B_{1da}	B_{1bc}
33	B	A_2	A_{1da}	A_{1bc}
34	A	B_1	B_{2ab}	A_{2cd}
35	B	A_1	A_{2ab}	A_{2cd}
36	A	B_2	B_{1bc}	B_{1da}
37	B	A_2	A_{1bc}	A_{1da}
38	A	B_1	B_{2cd}	B_{2ab}
39	B	A_1	A_{2cd}	A_{2ab}
40	A		B_{1dab}	B_2 B_{1c}
41	B		A_{1dab}	A_2 A_{1c}
42	A	B_1	B_{2ab}	B_{2cd}

Driver Education — Classroom/Laboratory

Day	Classroom	Simulator	BTW	S.H.
43	B	A_1	A_{2ab}	A_{2cd}
44	A	B_2	B_{1cd}	B_{1ab}
45	B	A_2	A_{1cd}	A_{1ab}
46	A	B_1	B_{2cd}	B_{2ab}
47	B	A_1	A_{2cd}	A_{2ab}
48	A	B_2	B_{1ab}	B_{1cd}
49	B	A_2	A_{1ab}	A_{1cd}
50	A		B_{2abc}	B_1 B_{2d}
51	B		A_{2abc}	A_1 A_{2d}
52	A	B_2	B_{1cd}	B_{1ab}
53	B	A_2	A_{1cd}	A_{1ab}
54	A	B_1	B_{2da}	B_{2bc}
55	B	A_1	A_{2da}	A_{2bc}
56	A	B_2	B_{1ab}	B_{1cd}
57	B	A_2	A_{1ab}	A_{1cd}
58	A	B_1	B_{2bd}	B_{2da}
59	B	A_1	A_{2bc}	A_{2da}
60	A		A_{1cda}	A_2 A_{1b}
61	B		B_{1cda}	B_2 B_{1b}
62	A	B_1	B_{2da}	B_{2bc}
63	B	A_1	A_{2da}	A_{2bc}
64	A	B_2	B_{1bc}	B_{1da}
65	B	A_2	A_{1bc}	A_{1da}
66	A	B_1	B_{2bc}	B_{2da}
67	B	A_1	A_{2bc}	A_{2da}

Driver Education — Classroom/Laboratory

Day	Classroom	Simulator	BTW	S.H.
68	A	B_2	B_{1da}	B_{1bc}
69	B	A_2	A_{1da}	A_{1bc}
70	A		B_{2dab}	B_1 B_{2c}
71	B		A_{2dab}	A_1 A_{2c}
72	A	B_2	B_{1bc}	B_{1da}
73	B	A_2	A_{1bc}	A_{1da}
74	B	B_1	B_{2cd}	B_{2ab}
75	B	A_1	A_{2cd}	A_{2ab}
76	A	B_2	B_{1da}	B_{1bc}
77	B	A_2	A_{1da}	A_{1bc}
78	A	B_1	B_{2ab}	B_{2cd}
79	B	A_1	A_{2ab}	A_{2cd}
80	A		B_{1bcd}	B_2 B_{1a}
81	B		A_{1bcd}	A_2 A_{1a}
82	A	B_1	B_{2cd}	B_{2ab}
83	B	A_1	A_{2cd}	A_{2ab}
84	A	B_2	B_{1ab}	B_{1cd}
85	B	A_2	A_{1ab}	A_{1cd}
86	A	B_1	B_{2cb}	B_{2cd}
87	B	A_1	A_{2ab}	A_{2cd}
88	A	B_2	B_{1cd}	B_{1ab}
89	B	A_2	A_{1cd}	A_{1ab}
90			Make up	
91				
92				

Four teachers
two on-street

12-place simulator
two-three students per car

two cars

teacher = one classroom

one simulator

$A = 20$　$A_1 = 10$　$A_2 = 10$　A_1 & $_{2abcd}$ = two or three students each.
$B = 20$　$B_1 = 10$　$B_2 = 10$　B_1 & $_{2abcd}$ = two or three students each.

40 students per period　240 students per semester　480 students per year

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CLOSED SCHEDULING #3

Driver Education — Classroom/Laboratory

Day	Classroom	Simulator	BTW	S.H.
1	AB			
2	A′	B_1		
3	B	A_1		
4	A	B_2	B_{1abc}	B_{1de}
5	B	A_2	A_{1abc}	A_{1de}
6	A	B_1	B_{2abc}	B_{2de}
7	B	A_1	A_{2abc}	A_{2de}
8	A	B_2	B_{1dea}	B_{1bc}
9	B	A_2	A_{1dea}	A_{1bc}
10	A		B_{2deab}	B_1 B_{2c}
11	B		$_{2deab}$	$_1$ $_{2c}$

Driver Education — Classroom/Laboratory

Day	Classroom	Simulator	BTW	S.H.
12	A	B_2	B_{1bcd}	B_{1ea}
13	B	A_2	A_{1bcd}	A_{1ea}
14	A	B_1	B_{2cde}	B_{2ab}
15	B	A_1	A_{2cde}	A_{2ab}
16	A	B_2	B_{1eab}	B_{1cd}
17	B	A_2	A_{1eab}	A_{1cd}
18	A	B_1	B_{2abc}	B_{2de}
19	B	A_1	A_{2abc}	A_{2de}
20	A		B_{1cdea}	B_2 $_{1b}$
21	B		A_{1cda}	A_2 $_{1b}$
22	A	B_1	B_{2dea}	B_{2bc}

Driver Education — Classroom/Laboratory

Day	Classroom	Simulator	BTW	S.H.
23	B	A_1	A_{2dea}	A_{2bc}
24	A	B_2	B_{1bcd}	B_{1ea}
25	B	A_2	A_{1bcd}	A_{1ea}
26	A	B_1	B_{2bcd}	B_{2ea}
27	B	A_1	A_{2bcd}	A_{2ea}
28	A	B_2	B_{1eab}	B_{1cd}
29	B	A_2	A_{1eab}	A_{1cd}
30	A		B_{eabc}	B_1 B_{2d}
31	B		A_{2eabc}	A_1 A_{2d}
32	A	B_2	B_{1cde}	B_{1ab}
33	B	A_2	A_{1cde}	A_{1ab}
34	A	B_1	B_{2dea}	B_{2bc}
35	B	A_1	A_{2dea}	A_{2bc}
36	A	B_2	B_{1abc}	B_{1de}
37	B	A_2	A_{1abc}	A_{1de}
38	A	B_1	B_{2bcd}	B_{2ea}
39	B	A_1	A_{2bcd}	A_{2ea}
40	A		B_{1deab}	B_2 B_{1c}
41	B		A_{1deab}	A_2 A_{1c}
42	A	B_1	B_{2eab}	B_{2cd}
43	B	A_1	A_{2eab}	A_{2cd}
44	A	B_2	B_{1cde}	B_{1ab}
45	B	A_2	A_{1cde}	A_{1ab}
46	A	B_2	B_{2cde}	B_{2ab}
47	B	A_1	A_{2cde}	$_{2ab}$
48	A	B_2	B_{1abc}	B_{1de}
49	B	A_2	A_{1abc}	A_{1de}
50	A		B_{2abcd}	B_1 B_{2e}
51	B		A_{2abcd}	A_1 A_{2e}
52	A	B_2	B_{1dea}	B_{1bc}
53	B	A_2	A_{1dea}	A_{1bc}
54	A	B_1	B_{2eab}	B_{2cd}
55	B	A_1	A_{2eab}	A_{2cd}
56	A	B_2	B_{1bcd}	B_{1ea}
57	B	A_2	A_{1bcd}	A_{1ea}

Driver Education — Classroom/Laboratory

Day	Classroom	Simulator	BTW	S.H.
58	A	B_1	B_{2cde}	B_{2ab}
59	B	A_1	A_{2cde}	A_{2ab}
60	A		B_{1eabc}	B_2 B_{1d}
61	B		A_{1eabc}	A_2 A_{1d}
62	A	B_1	B_{2abc}	B_{2de}
63	B	A_1	A_{2abc}	A_{2de}
64	A	B_2	B_{1dea}	B_{1bc}
65	B	A_2	A_{1dea}	A_{1bc}
66	A	B_1	B_{2dea}	B_{2bc}
67	B	A_1	A_{2dea}	A_{2bc}
68	A	B_2	B_{1bcd}	B_{1ea}
69	B	A_2	A_{1bcd}	A_{1ea}
70	A		B_{2bcde}	B_1 B_{2a}
71	B		A_{2abcde}	A_1 A_{2a}
72	A	B_2	B_{1eab}	B_{1cd}
73	B	A_2	A_{1eab}	A_{1cd}
74	A	B_1	B_{2abc}	B_{2de}
75	B	A_1	A_{2abc}	A_{2de}
76	A	A_2	B_{1cde}	B_{1ab}
77	B	A_2	A_{1cde}	A_{1ab}
78	A	B_1	B_{2dea}	B_{2bc}
79	B	A_1	A_{2dea}	A_{2bc}
80	A		B_{1abcd}	B_2 B_{1e}
81	B		A_{1abcd}	A_2 A_{1e}
82	A	B_1	B_{2bcd}	B_{2ea}
83	B	A_1	A_{2bcd}	A_{2ea}
84	A	B_2	B_{1eab}	B_{1cd}
85	B	A_2	A_{1eab}	A_{1cd}
86	A	B_1	B_{2eab}	B_{2cd}
87	B	A_1	A_{2eab}	A_{2cd}
88	A	B_2	B_{1cde}	B_{1ab}
89	B	A_2	A_{1cde}	A_{1ab}
90			Make up	
91				
92				

Five teachers
Three on-street

15-place simulator
Three students per car

four cars

36 hours classroom

12 hours simulator

A = 30 A_1 and A_2 = 15 students each simulator.
B = 30 B_1 and B_2 = 15 students each simulator.
A_1, A_2, B_1, B_2 further divided into five groups $_{abcde}$ for on-street.

60 students per period.

360 students per semester.

720 students per year.

A FOUR-PHASE
DRIVER EDUCATION PROGRAM

Method of Scheduling

- Classroom
- Simulator
- Range
- In-Car Instruction

Concurrent

Enrollment and Instructors

Instructors	Students	Days	Hours
2	48 classroom	44	40
1	16 simulator	14	12
4	16 in four cars	15	3
1	16 in eight cars on the range	14	7
8	96	87	62

Schedule - One semester

Two classes of 48 with one teacher and three assistants each for a block period of eight days.

Rotation after the eighth day (3-day cycle)

. Group A1, 2, 3	48 students	3 day class
. Group B1	16 students	1 day simulator
. Group B2	16 students	1 day range
. Group B3	16 students	1 day in-car

	Classroom	Simulator	Range	In-car
9th day	A1, A2, A3	B1	B2	B3
10th day	A1, A2, A3	B3	B1	B2
11th day	A1, A2, A3	B2	B3	B1
12th day	B1, B2, B3	B1	B2	B3
13th day	B1, B2, B3	B3	B1	B2
14th day	B1, B2, B3	B2	B3	B1

Continue schedule as outlined above through the 87th day or one semester schedule.

---

*James E. Aaron and Marland K. Strasser. Driving Task Instruction-Dual-Control, Simulation, and Multiple-Car. Macmillan Publishing Company, New York, New York, 1974, p. 402.

APPENDIX C

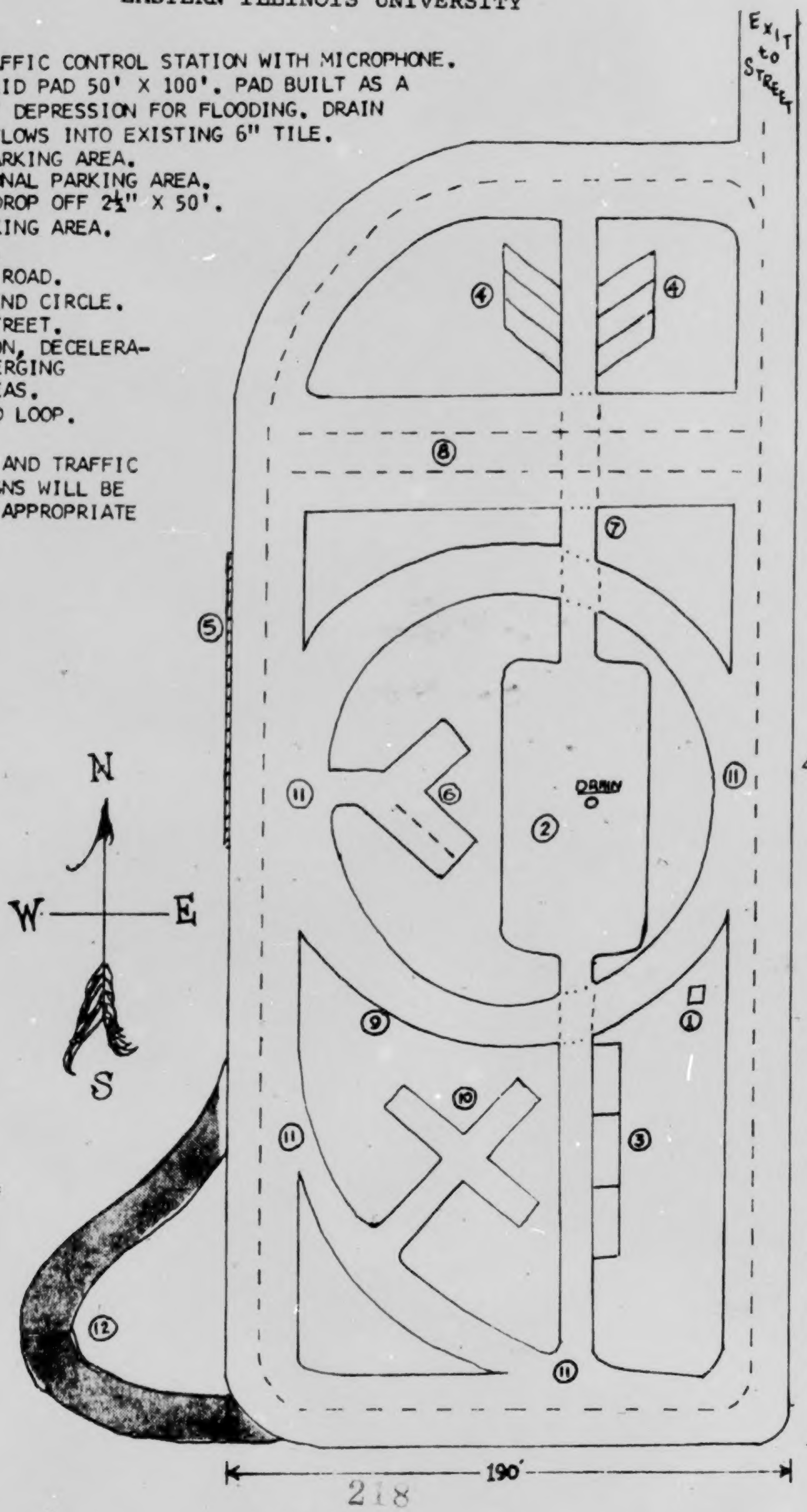
Multiple-Car Facility Layouts

EASTERN ILLINOIS UNIVERSITY

LEGEND

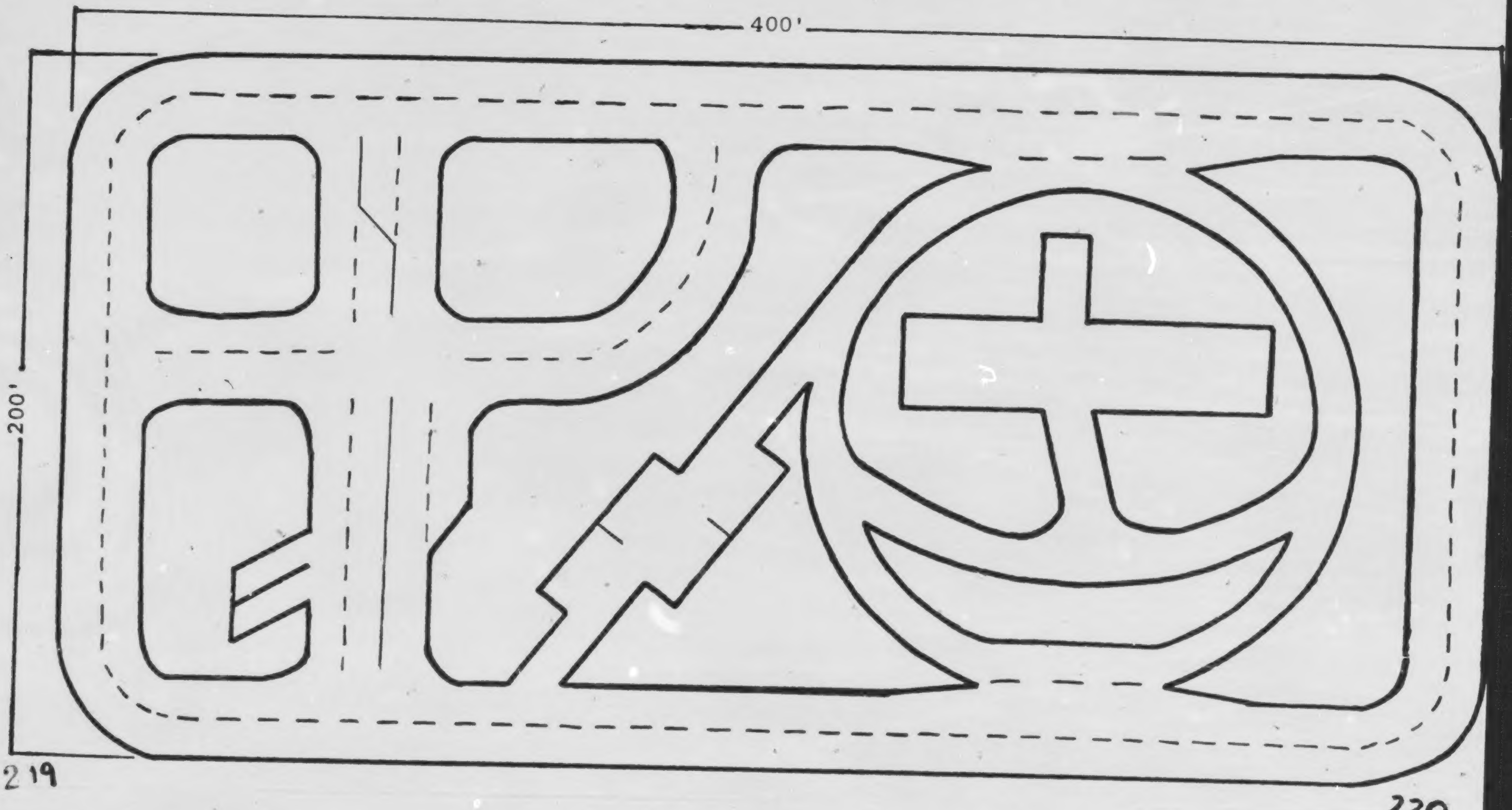
1. SURFACE TRAFFIC CONTROL STATION WITH MICROPHONE.
2. MODIFIED SKID PAD 50' X 100'. PAD BUILT AS A PAN WITH 4" DEPRESSION FOR FLOODING. DRAIN WITH PLUG FLOWS INTO EXISTING 6" TILE.
3. PARALLEL PARKING AREA.
4. ANGLE-DIAGONAL PARKING AREA.
5. ROAD EDGE DROP OFF 2½" X 50'.
6. GARAGE PARKING AREA.
7. CROSS ROAD.
8. MULTI-LANE ROAD.
9. TRAFFIC BLEND CIRCLE.
10. DEAD END STREET.
11. ACCELERATION, DECELERATION AND MERGING TRAFFIC AREAS.
12. GRAVEL ROAD LOOP.

CROSSWALKS AND TRAFFIC CONTROL SIGNS WILL BE LOCATED IN APPROPRIATE PLACES.

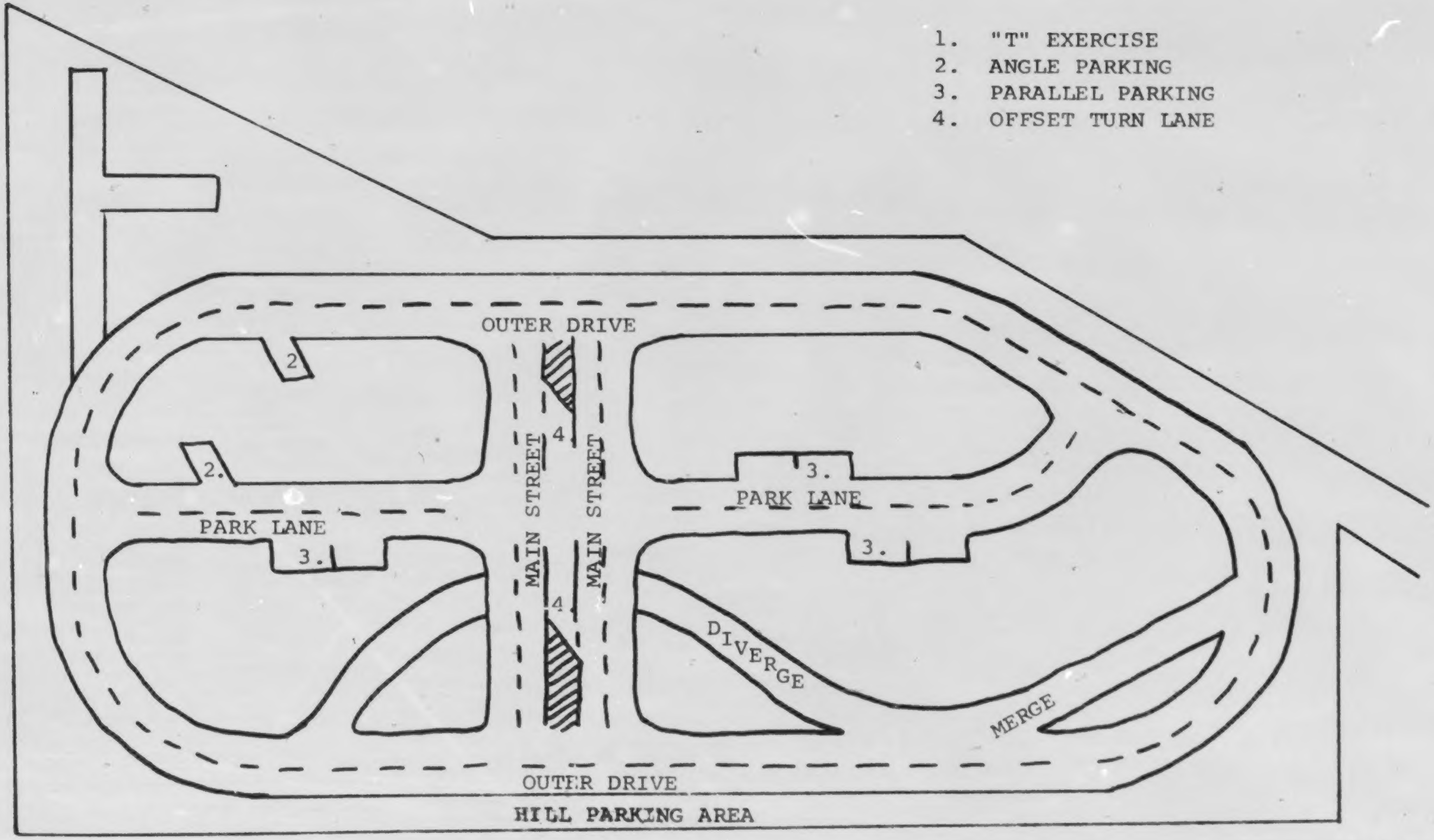


PROJECT 798

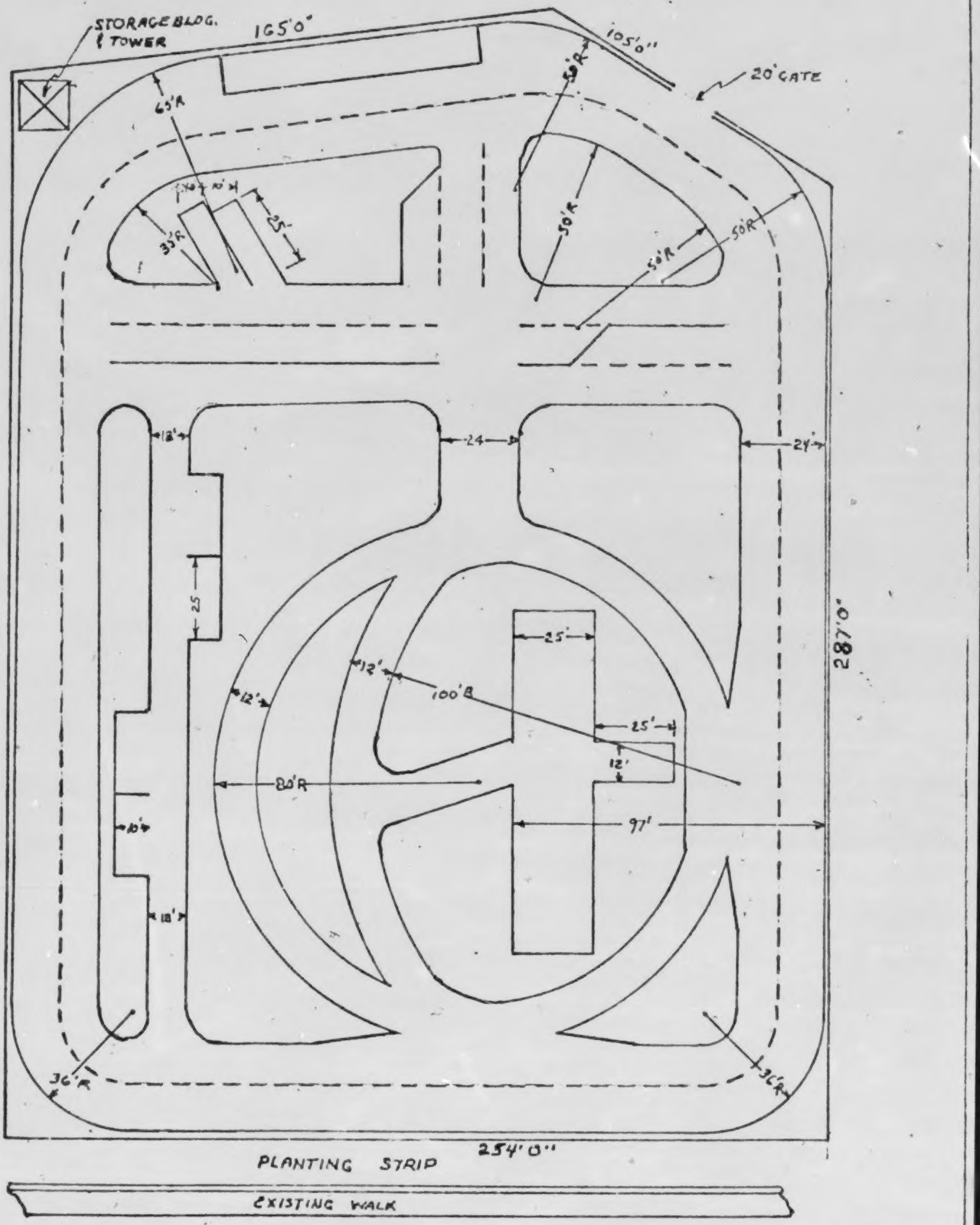
Range Illinois State University



IRVING CROWN DRIVER EDUCATION RANGE


OUTER DRIVE
2
2.
4
MAIN STREET
MAIN STREET
4
PARK LANE
3.
PARK LANE
3.
3.
DIVERGE
MERGE
OUTER DRIVE
HILL PARKING AREA

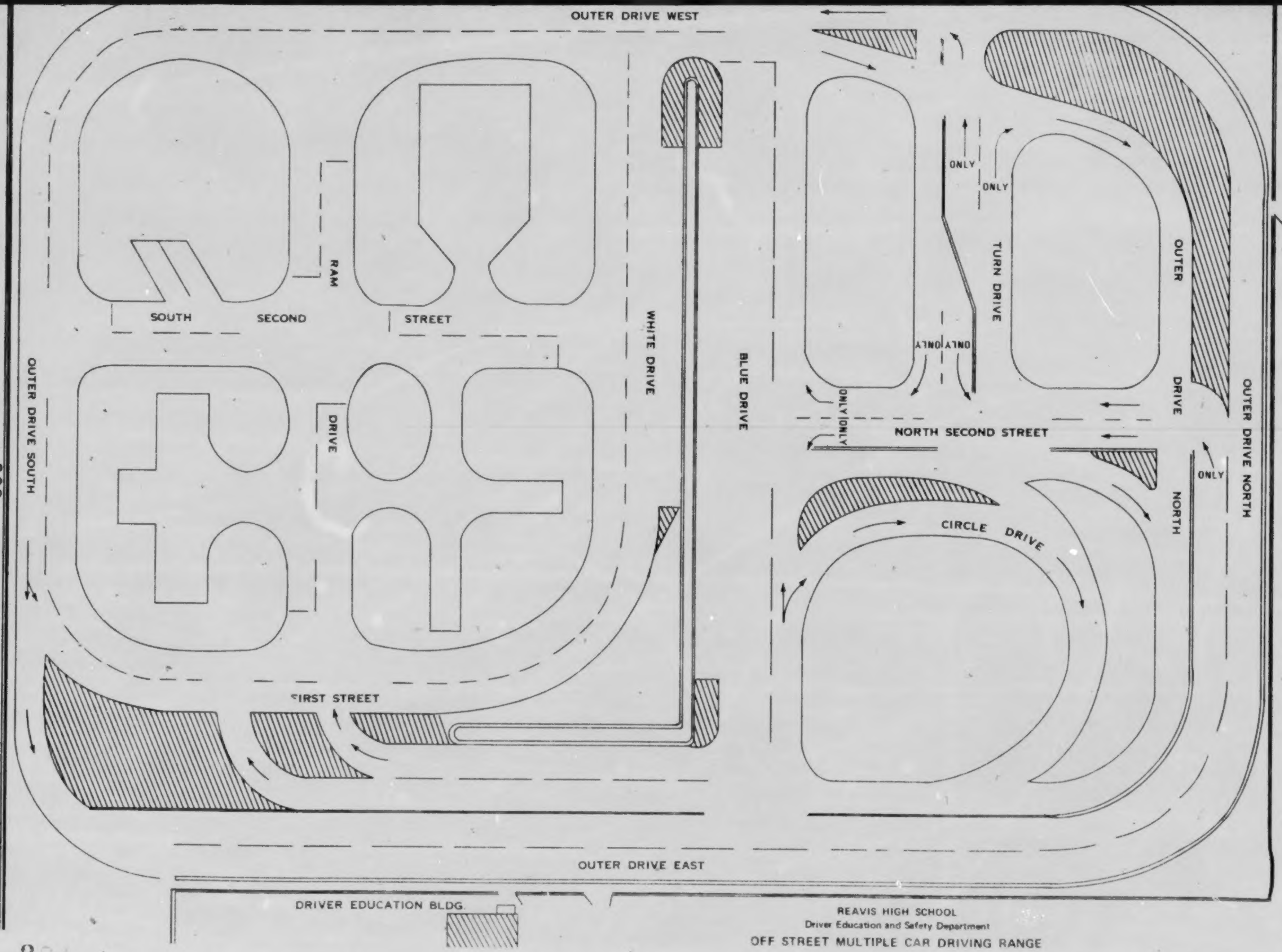
1. "T" EXERCISE
2. ANGLE PARKING
3. PARALLEL PARKING
4. OFFSET TURN LANE


STORAGE BLDG. & TOWER
165'0"
105'0"
20' GATE
65'R
50'R
50'R
50'R
50'R
35'R
10' 10'
25'
18'
24
24'
25
12'
12'
100'R
25'
25'
12'
80'R
97'
10'
18'
36'R
36'R
325'0"
287'0"
254'0"
PLANTING STRIP
EXISTING WALK

199228

LEN SCAPUTO

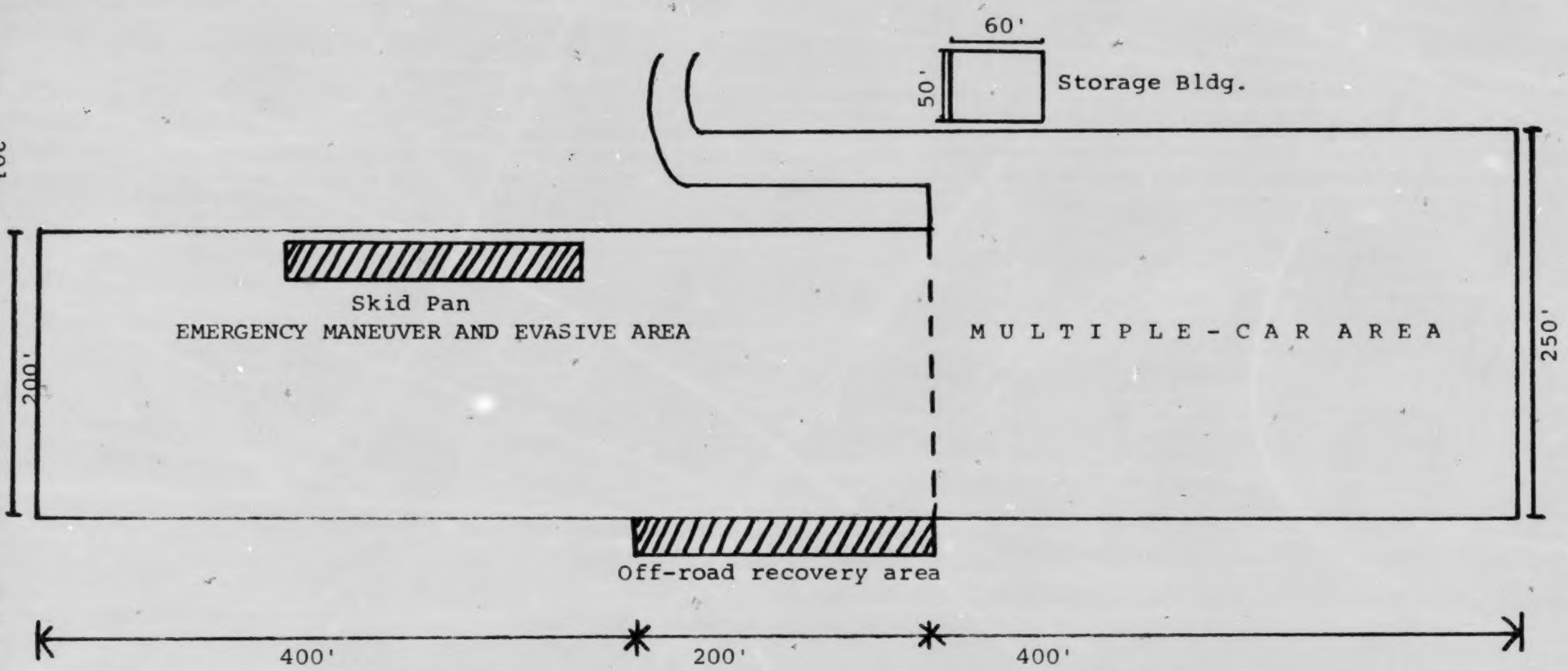
OAK LAWN


OUTER DRIVE WEST
RAM
SOUTH SECOND STREET
WHITE DRIVE
BLUE DRIVE
ONLY
ONLY
TURN DRIVE
OUTER DRIVE
ONLY ONLY
ONLY ONLY
NORTH SECOND STREET
OUTER DRIVE NORTH
ONLY
NORTH
OUTER DRIVE SOUTH
DRIVE
CIRCLE DRIVE
FIRST STREET
OUTER DRIVE EAST
DRIVER EDUCATION BLDG.

REAVIS HIGH SCHOOL
Driver Education and Safety Department
OFF STREET MULTIPLE CAR DRIVING RANGE

SOUTHERN ILLINOIS UNIVERSITY
Carbondale, Illinois

HIGHWAY SAFETY TRAINING CENTER

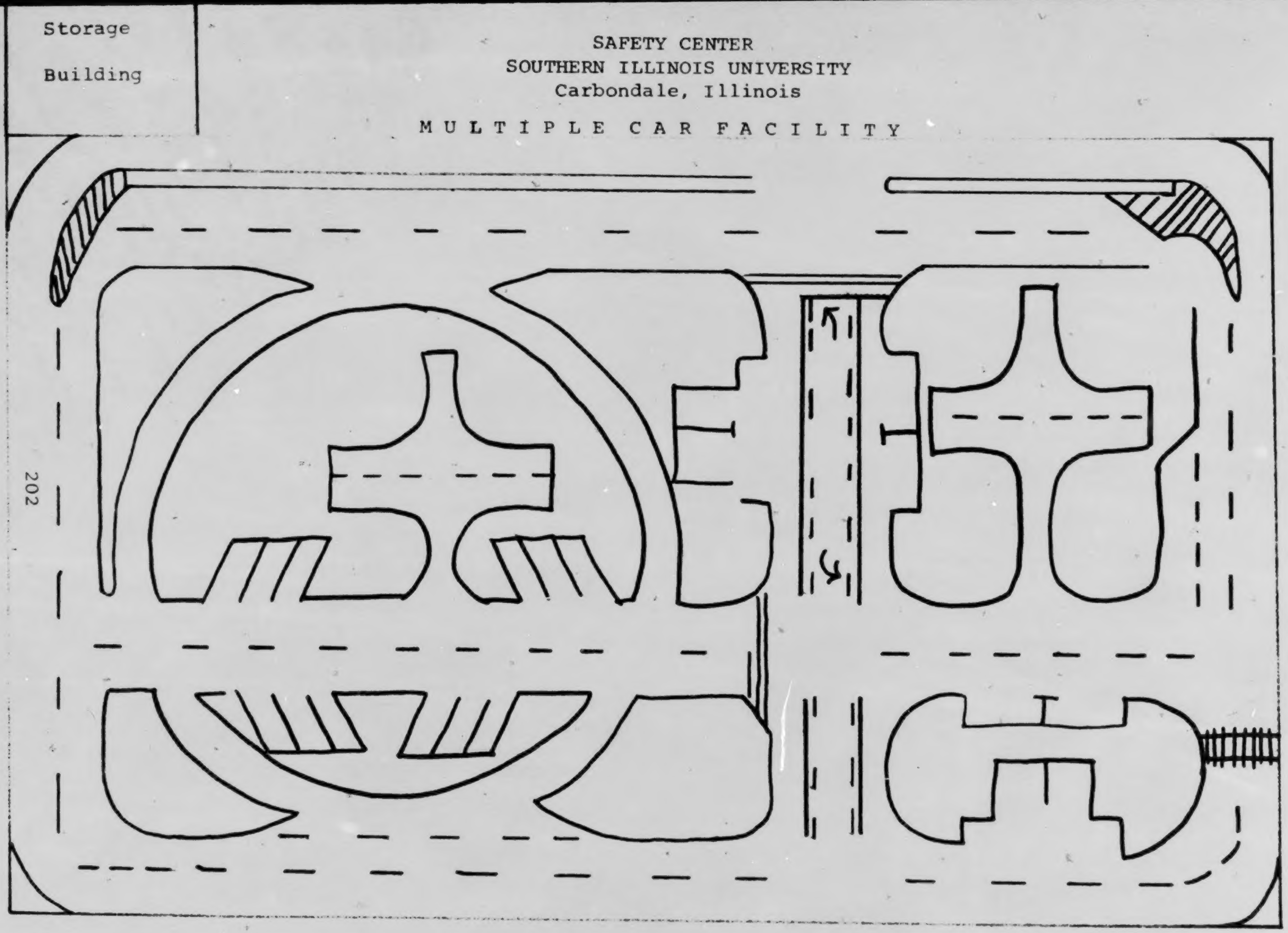

60'
50'
Storage Bldg.
Skid Pan
EMERGENCY MANEUVER AND EVASIVE AREA
MULTIPLE-CAR AREA
200'
250'
Off-road recovery area
400'
200'
400'

Safety Center
Southern Illinois University
Carbondale, Illinois 62901

Scale - ½" = 50'

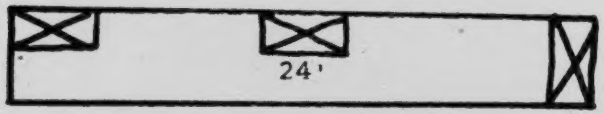
SAFETY CENTER
SOUTHERN ILLINOIS UNIVERSITY
Carbondale, Illinois

MULTIPLE CAR FACILITY

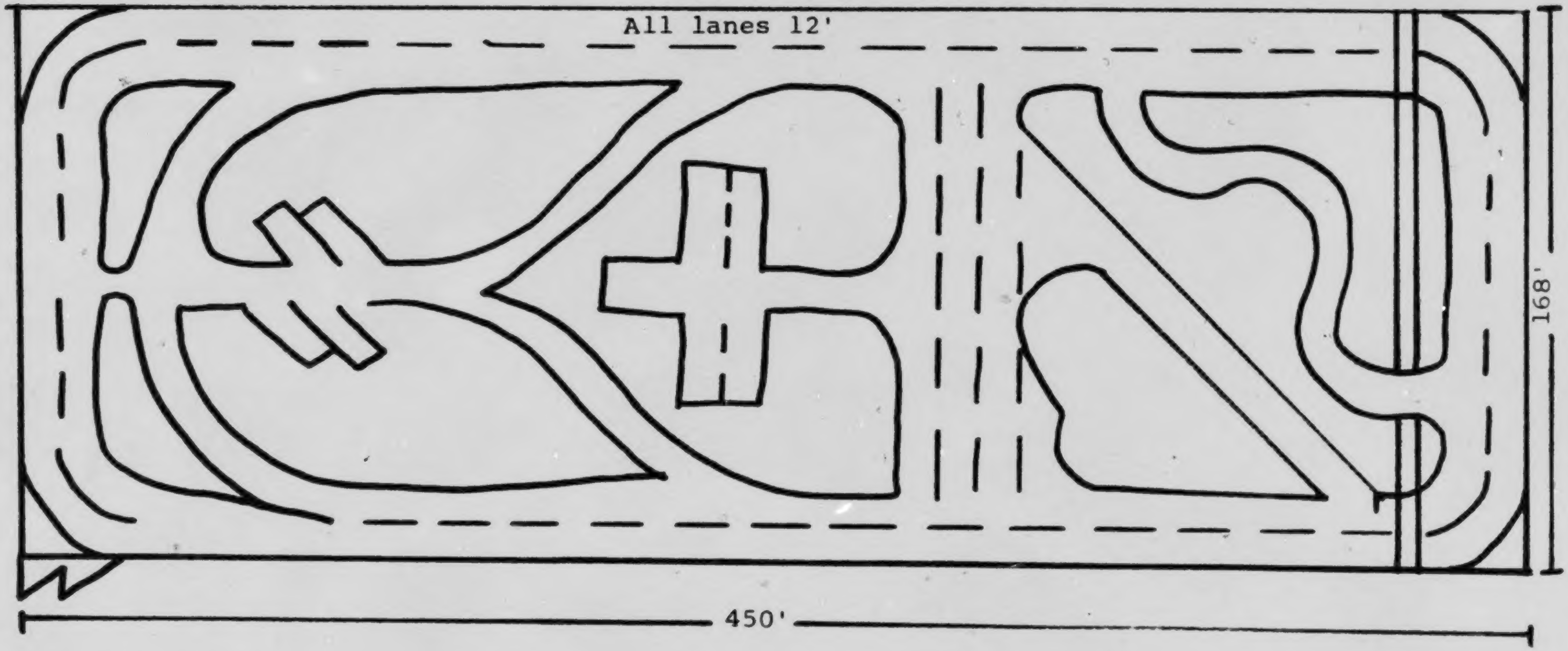

Storage
Building
202

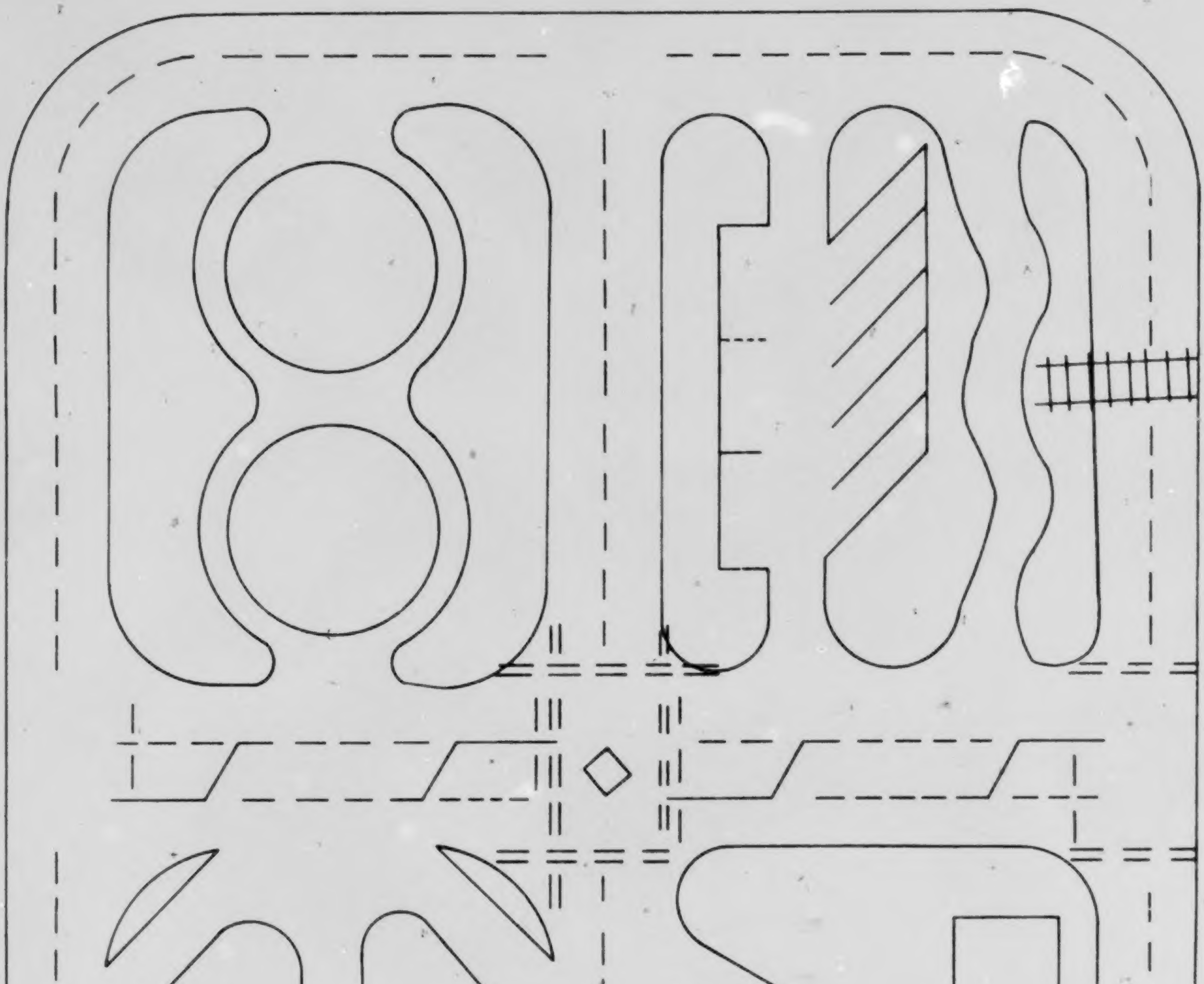
Scale ¼" = 30'

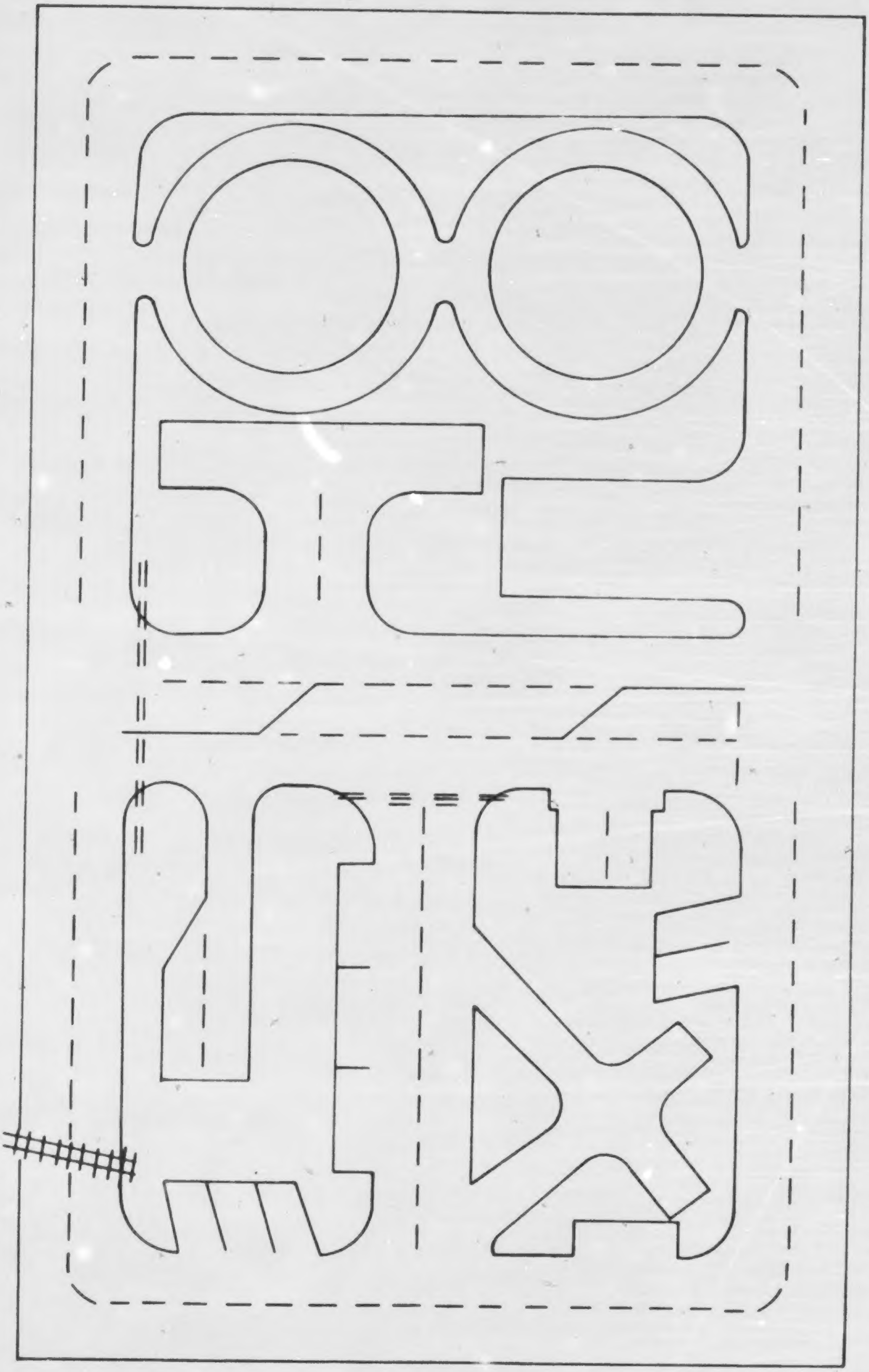
UNIVERSITY
OF
ILLINOIS

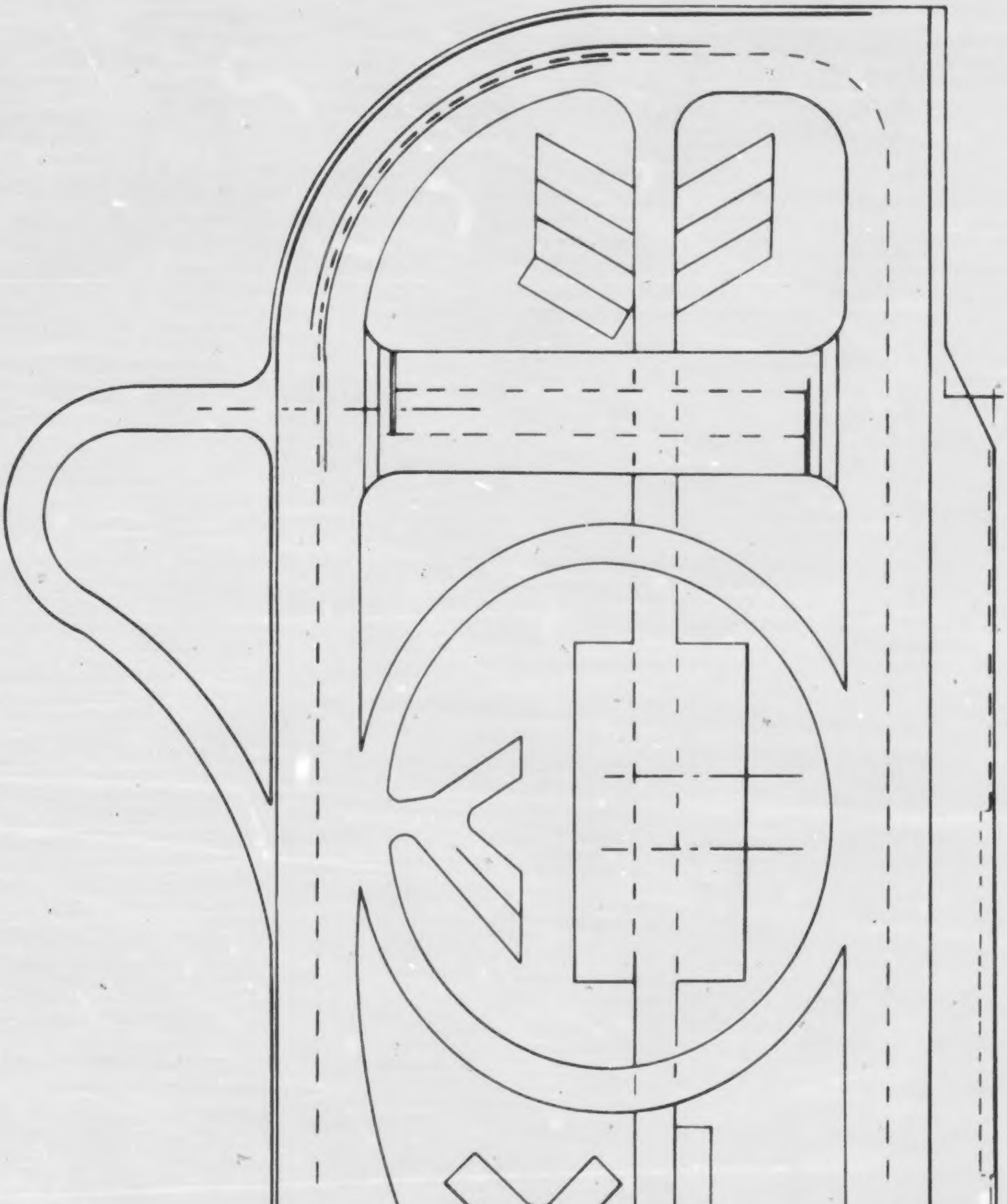


DRIVING RANGE


All lanes 12'
203
168'
450'







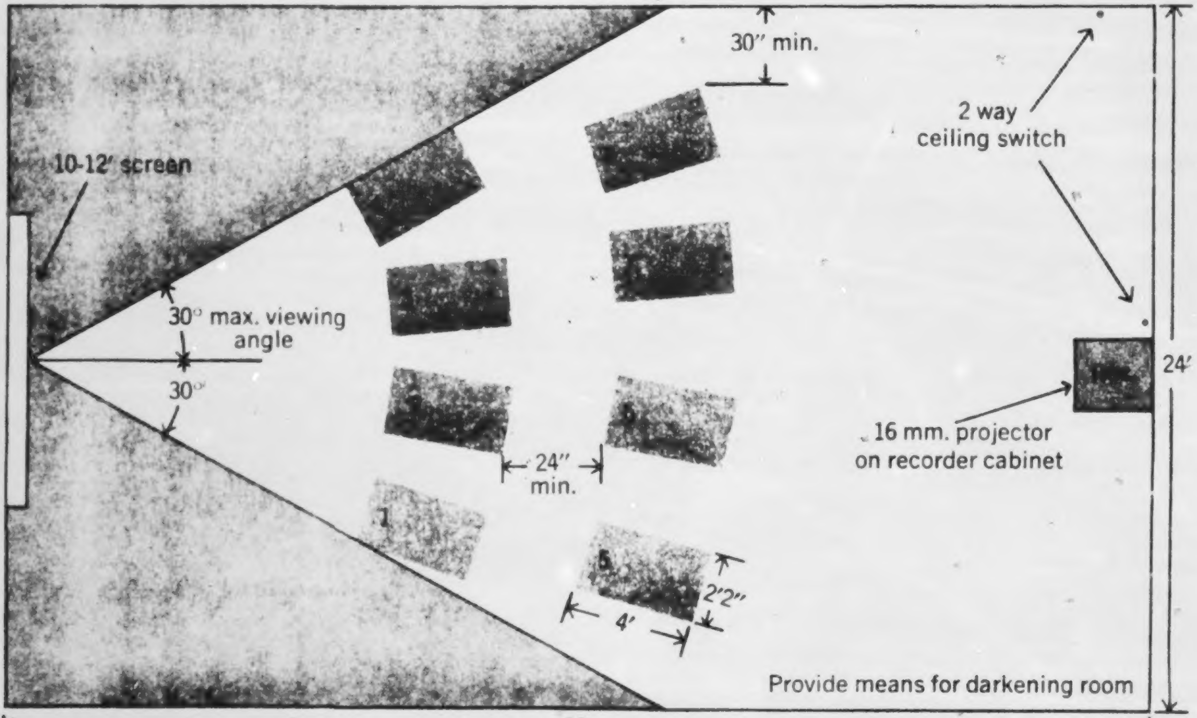
APPENDIX D

Simulation Laboratory Layouts

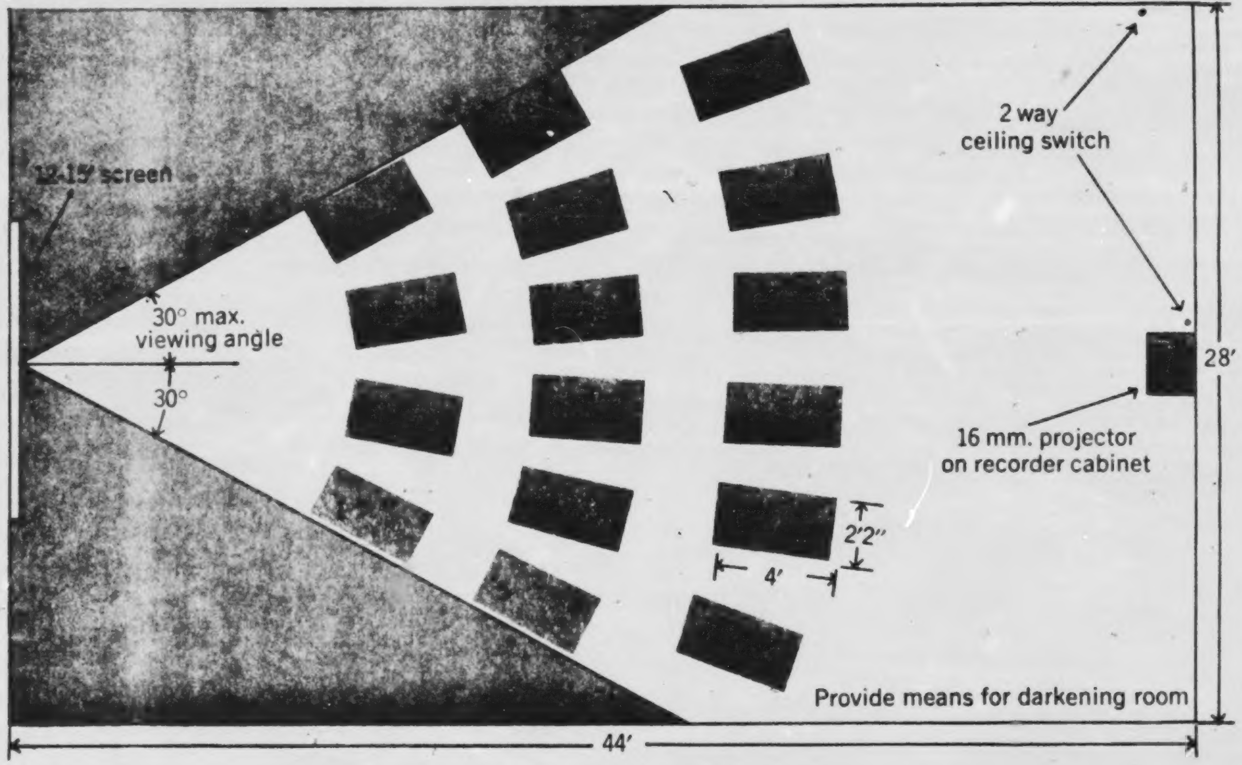
12 clock hours of simulator instruction
(12 periods of instruction) 55-minute class period
1 teacher — 180-day school year

PERIODS PER DAY	1	2	3	4	5	6
8 place	96	192	288	384	480	576
Plus 2 additional instructors for classroom and practice driving instruction.						
12 place	144	288	432	576	720	864
Plus 3 additional instructors for classroom and practice driving instruction.						
16 place	192	384	576	768	960	1152
Plus 4 additional instructors for classroom and practice driving instruction.						

8 Place Simulator System

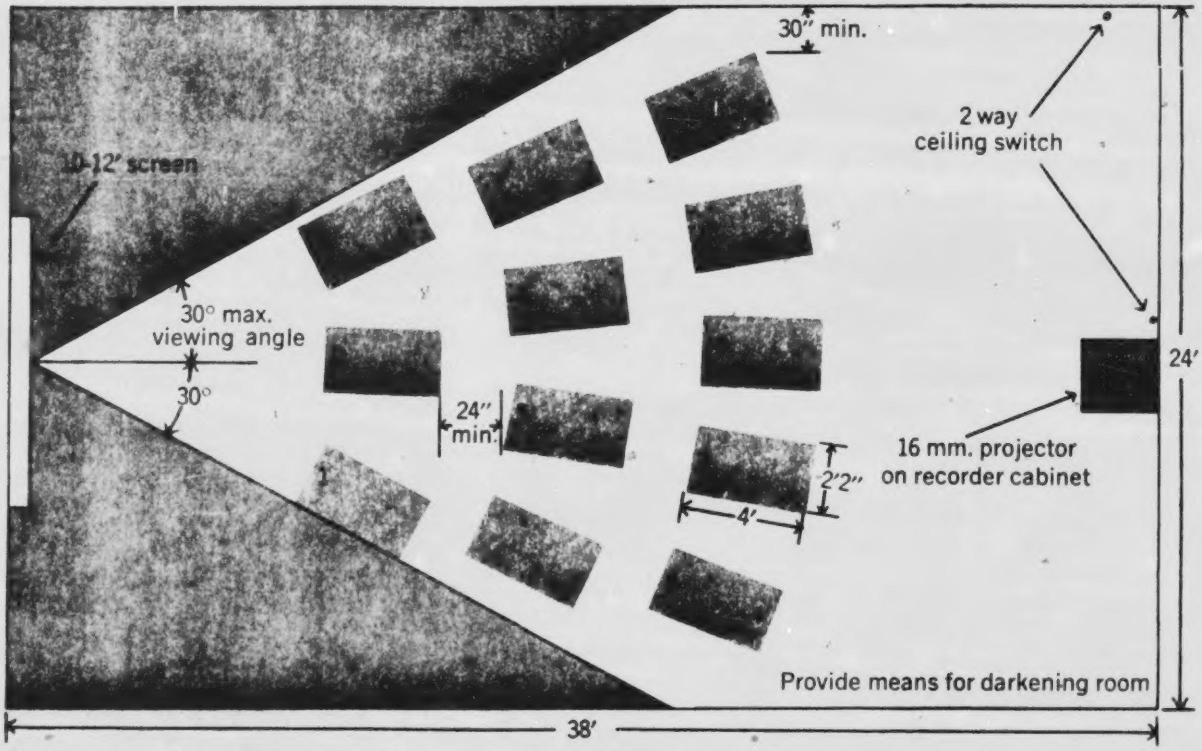

30" min.
2 way ceiling switch
10-12' screen
30° max. viewing angle
30°
24" min.
1
5
2'2"
4'
16 mm. projector on recorder cabinet
24'
Provide means for darkening room
38'

16 Place Simulator System



12-15' screen
30° max.
viewing angle
30°
2 way
ceiling switch
28'
16 mm. projector
on recorder cabinet
2'2"
4'
Provide means for darkening room
44'

12 Place Simulator System



30" min.
2 way
ceiling switch
10-12' screen
30° max.
viewing angle
30°
24"
min.
24'
16 mm. projector
on recorder cabinet
2'2"
4'
Provide means for darkening room
38'

APPENDIX E

Regional Supervisors - I.O.E.

TECHNICAL ASSISTANCE

DE KALB TEAM
Jack Stoudt - Dir.
815/758-3436

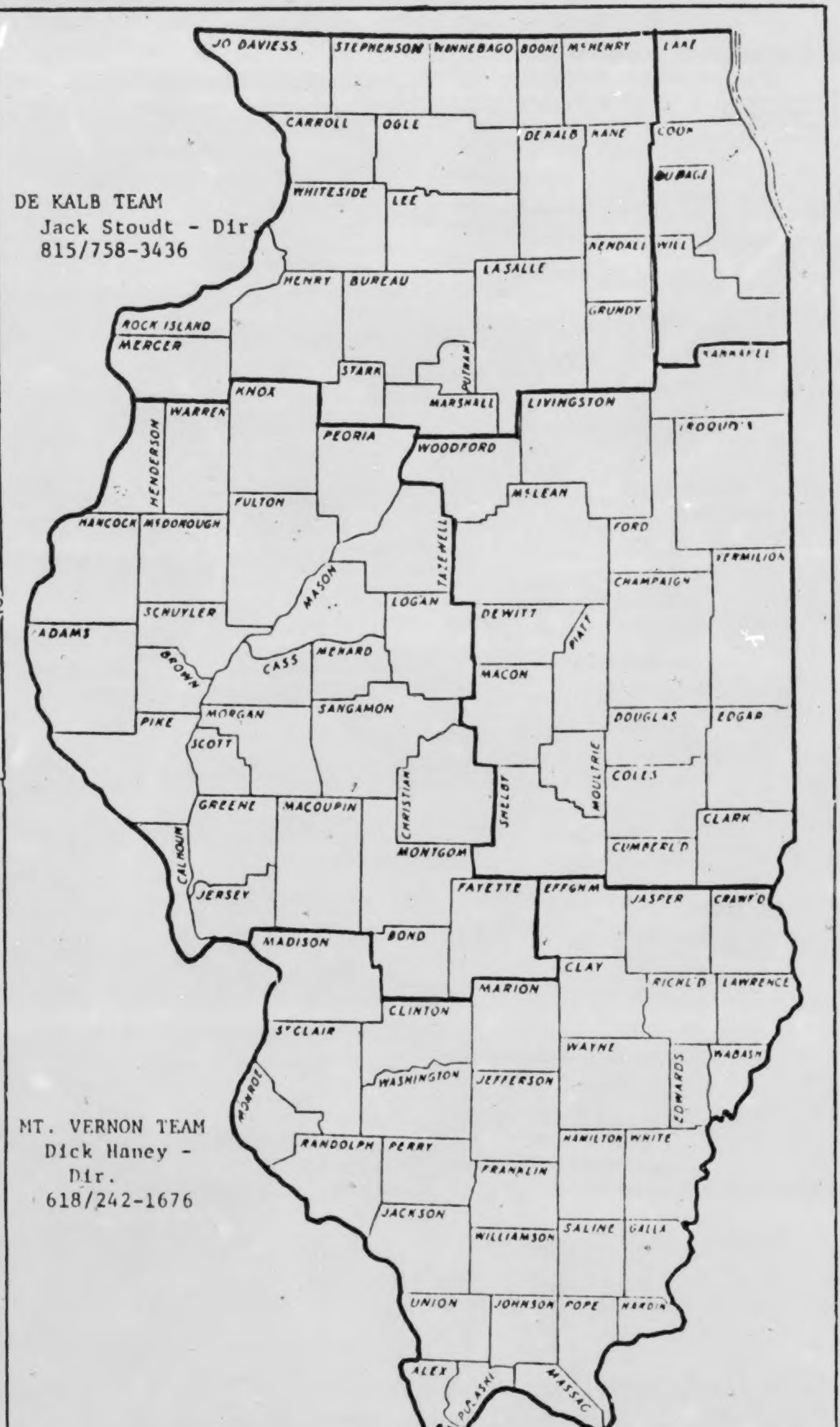
CHICAGO TEAM
Dan Dixon - Di
312/793-5560

SPRINGFIELD TEAM
Nan Spalding
Dir.
217/782-4742

URBANA TEAM
Jerry Foster -
Dir.
217/333-6770

SUPPORT TEAM
Lyn Wharton
Dir.
217/782-2826

MT. VERNON TEAM
Dick Haney -
Dir.
618/242-1676


JO DAVIESS
STEPHENSON
WINNEBAGO
BOONE
McHENRY
LAKE
CARROLL
OGLE
DEKALB
KANE
COOK
DUPAGE
WHITESIDE
LEE
KENDALL
WILL
HENRY
BUREAU
LASALLE
GRUNDY
ROCK ISLAND
MERCER
KANKAKEE
STARK
PUTNAM
KNOX
WARREN
MARSHALL
LIVINGSTON
HENDERSON
PEORIA
WOODFORD
IROQUOIS
McLEAN
FULTON
HANCOCK
McDONOUGH
FORD
TAZEWELL
VERMILION
MASON
CHAMPAIGN
SCHUYLER
LOGAN
DEWITT
PIATT
ADAMS
BROWN
CASS
MENARD
MACON
PIKE
MORGAN
SANGAMON
DOUGLAS
EDGAR
SCOTT
CHRISTIAN
SHELBY
MOULTRIE
COLES
GREENE
MACOUPIN
CLARK
CALHOUN
MONTGOM
CUMBERL'D
JERSEY
FAYETTE
EFFGHM
JASPER
CRAWF'D
MADISON
BOND
CLAY
RICHL'D
LAWRENCE
MARION
CLINTON
St CLAIR
WAYNE
EDWARDS
WABASH
WASHINGTON
JEFFERSON
MONROE
HAMILTON
WHITE
RANDOLPH
PERRY
FRANKLIN
JACKSON
SALINE
GALLA
WILLIAMSON
UNION
JOHNSON
POPE
HARDIN
ALEX
PULASKI
MASSAC

APPENDIX F

Letters to Parents

LETTERS TO THE PARENTS

Communication between teachers and parents can help reinforce many learning experiences provided by the teacher, as well as inform parents as to course objectives and student performance. The extent to which parents accept and support driver education depends primarily on how effectively a teacher communicates with parents.

One established means of communication is the use of letters to parents. When this particular media is used, care should be taken to develop letters for precourse, enrollment in course, during course, and at the termination of the course.

Suggested objectives used in the development of letters:

(1) To inform the parents that their son or daughter has enrolled in the high school driver education course

(2) To inform the parents how the course is to be taught and the requirements which their son or daughter must meet before passing the course successfully

(3) To establish a relationship in which the parents will hold full confidence in the school and individual instructor

(4) To make the parents feel free to call or visit the school at any time

(5) To inform parents of their duty in helping the school develop excellent habits and proper attitudes in the beginning driver, which will be their son or daughter

(6) To ask for parental approval in allowing their son or daughter to begin practice driving.

Examples of the types of letters that might be sent are on the following pages.

Dear Parents:

Your youngster is no doubt eagerly looking forward to age sixteen and the privilege of becoming a legally licensed driver. As parents and teachers, we have a serious responsibility to provide our youth with an opportunity to learn how to use the motor vehicle wisely and safely. The following information is provided to help you plan ahead for this vital program of instruction.

Driver and traffic safety education, including both classroom and laboratory instruction, is offered as a separate semester course at __________High School. Students may enroll either during a regular semester or summer school. This instruction is most effective when the student is at the height of his own motivation to learn and is most valuable to him when he will soon thereafter be able to apply what he has learned. Therefore, we recommend that students not be enrolled until such time that they will have reached the legal licensing age of sixteen by the time of course completion. Enrollment for sixteen year olds who have emotional problems or lack sufficient maturity to accept the responsibilities involved should be delayed to a later date.

It is evident that many parents do not fully understand the provisions of our Driver License Act, since many of our students have been allowed to drive illegally. Please be reminded that no person may legally drive any motor vehicle upon the highways or streets of Illinois without a valid license or instruction permit. Furthermore, it is a misdemeanor for anyone to authorize or knowingly permit a motor vehicle, owned by him or under his control, to be driven upon a roadway by any person who is not properly licensed. If we, as parents, do not know and respect traffic laws, how can we expect our children to. We must also remember that the impressions gained by young people while riding beside adult drivers are highly resistant to change.

The young driver and the automobile form a combination of great social and economic concern today. Together, we hope it will be possible to provide your teenager with a sound basis for a lifetime of safe and efficient driving.

For further information or assistance please call______________ or me.

Sincerely,

____

Dear

Your son (daughter) has satisfactorily completed the Driver Education course.

He(She) has received ___ hours of classroom instruction and ____ hours of actual behind-the-wheel practice driving. He (She) should have acquired the basic skills necessary in handling a motor vehicle as well as important fundamental knowledge of good driving practices. With this limited practice, he (she) is, of course, not yet an experienced driver. Your continued cooperation and guidance can help develop additional competence.

If your son (daughter) does not already have his (her) license and in your opinion has developed proper attitudes and sufficient skills to be allowed the use of the family car, you may wish to assist them in making arrangements to take the test for an operator's license.

While many safe driving skills have been practiced during this course, there has not been much opportunity in the limited time to develop judgment in traffic situations. You can help to develop such judgment further if you point out, as you ride with your son (daughter), traffic situations that may lead to trouble unless good judgment and defensive driving techniques are used.

May we call your attention to another item of interest to parents and young people. Some insurance companies that charge additional premiums for insuring cars driven by boys (and girls now, too) under twenty-five years of age offer a reduced rate in the cases of those who have completed a state-approved course in High School Driver Education. You may wish to ask your agent about this.

We wish to thank you for your cooperation in helping make this course a success.

Very truly yours,

Dear Parents:

Congratulations! Your son (daughter) has now satisfactorily completed a course in Driver Education and has acquired a driver's license. Perhaps the seriousness of this accomplishment has never occurred to you. With this in mind, consider this new ability learned by your son (daughter) from the following points of view:

First, we cannot assume that this new ability is performed in an expert manner. True, your son (daughter) has been given the best instruction that is available in this field, but expert drivers are born of long hours of instruction; hours of the practical application of this instruction; and miles and miles of driving practice over a period of years.

Second, your son (daughter) is immature. He (she) is not mature enough to realize the responsibilities which are associated with driving an automobile. The thoughtlessness of youth has been the cause of many accidents in the past and will continue to be until we impress upon them the seriousness of this situation.

Third, we must accept the responsibility of helping to lower the terrific traffic toll, of which our sons (daughters) cause of major portion. We must accept this responsibility in good spirit and lead the youth of our nation to a better understanding of this serious situation.

________________________ has played its part and played it well. Now we place in your hands the responsibility for guiding your son (daughter) with this new ability. Good luck. We know that you will want to continue where we left off.

Yours truly,

Dear Parent:

A little note to clarify what your expectations should be, now that your son (daughter) has passed a course in Driver Education.

1. He (she) is not an accomplished driver. Students have been taught the basic skills of driving, but a great deal of actual experience is needed before they can be considered competent.
2. You will probably deem it advisable, and we highly recommend that you, the parent or guardian, accompany your son (daughter) while he (she) is gaining this driving experience. A period of 3-6 months would not be considered excessive.
3. The most common weakness of beginning drivers are:
    a. driving too fast or too slow for conditions.
    b. turning corners at speeds too slow or too fast for proper control.
    c. failure to observe danger signs or signals and take the appropriate precautionary steps.
    d. lack of self-confidence.
    e. overconfidence.

It is probable that with your guidance, your son (daughter) will develop into a skillful, conscientious driver.

Recent studies tend to indicate that unlimited use of an automobile by high school students results in a lowering of student grades.

Except under unusual circumstances, students are expected to take their final road test for a driver's license in their family car.

Sincerely yours for safe driving,

*Dear Parent:

Your son/daughter has recently completed a course in Driver Education at Mascoutah High School. Enclosed you will find a certificate of completion issued by the Illinois Office of Education. This certificate with the student instruction permit and white receipt must be shown to the licensing examiner where the student takes his road test for the operator's license.

The practice-driving phase of the Driver Education course is made possible by the free loan of automobiles from the following dealers:

Any word of thanks to the above listed dealers would be greatly appreciated.

Your new driver has been given a good foundation for a long, safe driving career. We are confident that if he continues to be mindful of the instruction he has received, his driving can be a rewarding experience, both to himself and to you. However, we strongly urge further practice with you, the parent, until you determine that your new driver is capable and responsible enough for his road test examination.

Sincerely,

Driver Education Department

*Developed by Mascoutah High School.

MASCOUTAH HIGH SCHOOL
DRIVER EDUCATION DEPARTMENT

To The Parents of ________________________

Your son/daughter has not satisfactorily completed the minimum requirements of our Driver Education course.

He/She has received___hours of classroom instruction,___hours of simulation work and___hours of actual behing-the-wheel practice driving. He/She should have acquired the basic skills necessary in handling a motor vehicle as well as important fundamental knowledge of good driving practices. With this limited practice, he/she is, of course, not yet an experienced driver. Your continued cooperation and guidance can help develop additional competence.

When, in your opinion, your son/daughter has developed proper attitudes and sufficient skill to be allowed the use of the family car, you may wish to assist him/her in making arrangements to take the test for an Illinois driver's license.

Observation of his/her driving indicates that additional practice is needed on the items checked below:

- () Pre-start
- () Starting
- () Backing the car
- () Smooth stop
- () Right and left turns
- () "Hand-over-hand" steering
- () Choosing correct lanes
- () Two point turns
- () Paralles parking
- () Angle parking
- () Highway driving
- () Parking, uphill and downhill
- () Overtaking ans passing on highway
- () Heavy-traffic driving
- () Expressway driving
- () Driving at night
- () Driving under unfavorable conditions
- () Emergencies

While many safe driving skills have been practiced during the course, there has not been much opportunity in the limited time to develop judgment in traffic situations. You can help to develop such judgments further if you point out, as you ride with your son/daughter, traffic situations that may lead to trouble unless good judgment and defensive driving techniques are used.

May we call your attention to another item of interest to parents and young people. Some insurance companies which charge additional premiums for insuring cars which will be driven by young drivers under twenty-five years of age offer a reduced rate in the cases of those who have completed state-approved courses of high school driver education. You may wish to ask your agent about this.

We wish to thank you for your cooperation in helping make this course a success.

Very truly yours,

_________________, Instructor

APPENDIX G

Dealer Thank You Letter*

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*Maryland State Department of Education. Administrative Guide For Driver Education. Baltimore, Maryland, 1971.

DEALER THANK YOU LETTER
(Use School Stationery)

Dear Sir:

Thank you for your cooperation during the past months. By providing vehicles to driver education programs, civic minded organizations, such as yours, are making a great contribution to highway safety and to our youth.

As an indirect result of your efforts, you are aiding in a nationwide program to reduce traffic injuries, deaths, and property damage.

We have followed your recommendations in caring for the car. I trust its present condition meets with your full approval.

During the period in which your vehicle(s) was utilized, _______ students completed the practice driving phase of driver education. Thank you again for your cooperation and please contact our office if you have questions or comments regarding our driver education program.

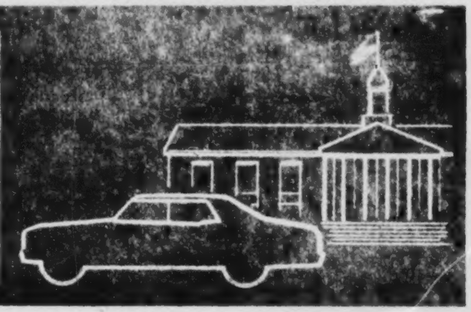
Sincerely,

____
Supervisor, Driver Education

APPENDIX H

Agreement For The Loan Of A Driver Education Car

AGREEMENT FOR THE LOAN OF A DRIVER EDUCATION CAR



Dealers are loaning over 50,000 new cars each year without charge to high schools and colleges for driver education courses which are attended by over 2,000,000 students. In the vast majority of cases the arrangements have been entirely satisfactory to both school and dealer. In analyzing the complaints that have been received, it is evident that they are due to a misunderstanding as to the responsibilities of each party, or a failure on the part of the school or dealer to adhere to the letter and spirit of the agreement. In the interest of better relations between the school and dealer, this agreement has been provided.

This simple agreement has been designed to eliminate these misunderstandings. The chief complaint from the schools has been that the car was not delivered on time as promised. The dealer's chief complaints were that the cars were used for activities other than driving instruction and were returned in poor condition at the end of the school term.

I. *THE SCHOOL AGREES TO:*

1. Use the car exclusively for giving behind-the-wheel instruction under the direct supervision at all times of a qualified driving instructor, employed by the school and approved by the State Department of Public Instruction or other appointed authority. (Exception: The car may be driven to and from a garage for service or storage by a qualified licensed driver).

2. Conduct a Driver and Traffic Safety Education course with in-car instruction meeting the requirements of the State Department of Public Instruction where requirements have been established, otherwise, the following minimum requirements:
   30 Clock Hours Per Student of Classroom Instruction
   6 Clock Hours Per Student of Behind-the-Wheel Instruction
   (Exception: Simulator Instruction may be substituted for up to 3 hours of behind-the-wheel instruction).

3. Provide insurance coverage for the protection of the School, the student, Dealer, the Instructor and other users of the car and list the local AAA Club as "Additional Insured". The coverage should include, but need not be limited to: (A) Public Liability 100/300/10 thousand dollars (B) Deductible Collision—100 dollars deductible (C) Comprehensive-Fire, Theft and Tornado (D) Medical and (E) Uninsured Motorists.

4. Have the car regularly serviced in accordance with the owner's manual, maintained, cleaned and garaged and pay for the costs involved.

5. Return the car promptly to the Dealer at the end of the loan period, complete a joint inspection report and pay for any servicing and repairs mutually agreed upon as necessary in order to put the car in the same condition as received, except for normal wear and tear.

6. Use the car for driving instruction on public streets and highways, only if equipped with dual controls as required by state regulation.

7. Identify the car as a "Driver Education Car" when used in traffic and permit a Dealer courtesy lines 1½ inches high if desired by the Dealer.

8. Notify the Dealer and Insurance company promptly of any damage to the car. Arrange for any necessary repairs with the approval of the Dealer and pay any costs not covered by insurance.

II. *THE DEALER AGREES TO:*

1. Provide the School for its exclusive use a current model vehicle(s), equipped in accordance with state and local regulations.

2. Deliver the car ready for use by .... and leave the car with the school until .... (If car is replaced during this period, replacement car will be delivered before taking back the car in use so as not to interrupt instruction).

3. Make necessary repairs and parts replacement as required under a new car warranty and in accordance with the owner's manual.

4. Complete a joint inspection report when the car is returned.

III. *THE AAA AUTOMOBILE CLUB AGREES:*

1. Assist the school in making arrangements for the loan of a car.

2. Assist in mediating any misunderstanding between school and dealer.

3. Provide necessary agreement and joint inspection report forms.

4. Provide dealer with decals for car and show room window.

5. Provide kit of sample publications to the school.

IV. *DUAL CONTROLS*

1. The cost of dual controls will be paid for by ....

2. The cost of installing and removing dual controls will be paid for by ....

3. Dual controls will be installed and removed by ....

No. of Cars Covered by this Agreement ....
Make of Car .... Year ....
Type of Transmission ....
Period .... to ....
Serial No. ....

School ....
Street ....
City .... State ....
Signature ....
Title ....

DEALER ....
Street ....
City .... State ....
Signature ....
Title ....

AAA Club ....
Street ....
City .... State ....
Signature ....
Title ....

Speedometer reading
when delivered ....

Date of last signature ....

APPENDIX I

Driver Education Automobile Inspection Forms

DRIVER EDUCATION AUTOMOBILE INSPECTION FORM

The continued success of program of "free-loan" automobiles depends on many variables. One such is that of car care. The form below is a suggested approach to satisfy both the dealer and school district in meeting this problem.

Prepare in Triplicate:
Original kept by Instructor
One copy to Dealer Representative
One copy to Administrators Office

To be filled out when car is checked out and used again when car is checked in to the dealer.

Make of Car____________________

Serial Number____________________

License Number____________________

Odometer Reading:
Beginning:____________
Ending:____________

When car is checked out from dealer:
(Check for O.K.)

When car is checked in to dealer:
(Check for O.K.)

( ) Body and Fenders ( )
( ) Brakes ( )
( ) Chassis and Frame ( )
( ) Clutch ( )
( ) Cooling System ( )
( ) Dual Controls ( )
( ) Electrical System ( )
( ) Engine ( )
( ) Heater and Defroster ( )
( ) Lights ( )
( ) Outside Mirrors (2) ( )
( ) Seat Belts ( )
( ) Seat Covers ( )
( ) Steering Gear ( )
( ) Tires (including spare) ( )
( ) Other ( )
( ) Other ( )

When Car is Checked Out:

____
School

____
Instructor Date

____
Company

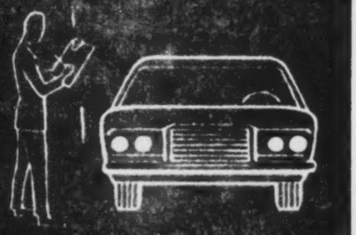
____
Dealer Representative Date

When Car is Checked In:

____
Instructor Date

____
Company

I feel that the following repairs are necessary to put the car in acceptable condition for resale:
____



JOINT INSPECTION REPORT

(Driver Education Car Program)

Important: For the protection of all parties concerned and to avoid misunderstandings, copies of this form should be completely filled out and retained by the school and dealer whenever the car is returned to the loaning dealer.

Car Serial Number .... License Number .... Make ....

Date of Inspection .... Place of Inspection ....

Odometer Reading .... (Explain if excessive) ....

Place a check mark (✓) before each item which is in good condition, otherwise write in the defect noted.

O.K.

1. Body
   - ( ) a. fenders ______
   - ( ) b. doors ______
   - ( ) c. hood ______
   - ( ) d. trunk ______
   - ( ) e. bumpers ______
   - ( ) f. paint ______
   - ( ) g. moldings ______

2. Interior
   - ( ) a. instrument panel ______
   - ( ) b. floor mats & carpet ______
   - ( ) c. door handles ______
   - ( ) d. upholstery ______
   - ( ) e. ash tray(s) ______
   - ( ) f. cigarette lighter(s) ______
   - ( ) g. other ______

O.K.

( ) 3. Air conditioner ______

( ) 4. Brakes ______

( ) 5. Engine ______

( ) 6. Heater & defroster ______

( ) 7. Jack ______

8. Lights
   - ( ) a. headlights ______
   - ( ) b. stoplights ______
   - ( ) c. turn signals ______
   - ( ) d. other ______

( ) 9. Radio ______

( ) 10. Tire condition (5) ______

( ) 11. Transmission ______

( ) 12. Other ______

School ....

Street ....

City ....

Signature ....

Title ....

Dealer ....

Street ....

City ....

Signature ....

Title ....

APPENDIX J

Daily, Weekly, Monthly, Yearly Driver Education Office Guidelines

The following is an example of an information sheet that may be developed to aid your office personnel in dealing with driver education procedures. This specific example is used by the district secretary for the Joliet Township High Schools.

DRIVER EDUCATION OFFICE GUIDELINES

Daily routine would include general office procedures such as opening and sorting mail, answering telephone, filing, information and reception duties in line with driver education departments, etc.

Prepare requisitions for any expenditures of driver education budget monies incurred for vehicle repairs, etc.

WEEKLY: Submit weekly payroll report for absences or over-time to building principal by 9:00 Friday morning.

VEHICLES: Current list of vehicles at each campus including car number, make, type, serial number, price, date received or turned in to dealer.

Insurance forms - 3 copies. Complete and send to insurance clerk at business office for each vehicle received. Information should include car number, make, type, serial number, price, date received and dealer name.

Second copy to Transportation Department in Rockdale, third copy retained in vehicle folder.

VEHICLE VANDALISM AND ACCIDENTS: Make report of pertinent information, date, time, place, extent of damage, and submit to insurance clerk in business office with second copy to Transportation Department and third copy retained in district file. Transportation Department should arrange for insurance adjustor to make estimate of damage and have repairs made. Purchase order for repairs should be made and submitted to business office for payment, with copy to insurance clerk.

Keep running tally of vandalism and accident reports with data information and insurance payments received.

Make annual application for state license plates for all vehicles in fleet.

STUDENT RECORDS: At the end of each semester, or an intermittent time a teacher submits a record for a student who has completed the course, including summer school and night school, state form IOE 34-02, School Report for Certificate Issuance (Including Reimbursement, If Applicable) or IOE 34-03, School Report for Reimbursement Claim Only, shall be completed in triplicate as per state specifications and submitted to the state Safety Education Department Unit, IOE Springfield, Illinois. Second copy should be returned to the lead teacher at the specific school and the third copy be retained in the district office file.

Upon receipt of the certificates the date received and the certificate number is recorded per student on the office copy of the 34-02. Certificates are stamped in specific places by authorized person or persons. (See annual guidelines.) Certificates are then sent to the lead teacher at each campus. Exceptions to this is when, at the end of school term and schools are closed for vacation, each student is requested to submit a self-addressed, stamped envelope to the office and the certificate is mailed.

Record cards are filed in district office by campus, including the parochial schools and summer school.

ANNUAL: Some duties need be done only once a year, usually at the beginning or end of the school year.

IOE FORM 34-11, "Signature and Authorization" should be signed and completed by lead teachers at each campus and by the coordinator.

Non-resident students: The public school district in which the non-public school building is located must provide the complete course to all eligible Illinois students in attendance at that school, if the administration makes the request and supplies a listing of students with each home district identified. Such request must be made by April 1 for the following school year. Public schools must notify each student's home district of the request by April 15 and identify the approximate per capita charge which will exceed State reimbursement. The resident district is responsible for any cost which exceeds the State reimbursement.

Inter-district Reimbursement Claim Form IOE 34-10: 3 copies. Complete as per state specifications listing student name and address, the part of course received, code for reimbursement, totaled, etc., are submitted to the districts in which the student resides. The original copies are first sent to the superintendent of JTHS for approval and signature and then forwarded to other districts. The second copy to the business manager and the third retained in the district file.

Driver Education Claim for Reimbursement: IOE Form 34-04 is provided by the IOE for use in making claims for reimbursement, the claims will cover the period July 1 through June 30 of each fiscal year.

This form is completed in quadruplicate on or before August 10 and forwarded to the superintendent of educational service region. The superintendent will approve and forward the original and one copy to the Illinois Office of Education on or before August 25, return one copy to the clerk of the school district for permanent office file, and file the fourth copy in his office.

ANNUAL SCHOOL BUDGET: Each campus works their own budget and submits to the district office for review. Each budget is typed over in the district office.

QUARTERLY REPORTS: School reports on Form 34-02 and 34-03 are summarized quarterly by the State. Upon receipt of the summary a check should be made against our copy of form 34-02 and 34-03 to varify receipt and correct number of students recorded by the State.

Invalid student listings should be corrected by checking student record card and 34-02 and 34-03 for errors. Corrections should be made as per instructions and returned to the State.

APPENDIX K

Parent Involvement Packet

This is a packet designed to help direct parents in providing meaningful At-Home Practice Driving for their son or daughter. The majority of this information was developed by the auspices of Project PRIDE and the Iowa Department of Public Instruction. Funds for the PRIDE project were made available from the U. S. Department of Transportation under the authority of Section 402 of the Highway Safety Act of 1966. The opinion and content included in this publication are those of the authors and not necessarily those of the U. S. Department of Transportation, National Highway Traffic Safety Administration.

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Dear Parents:

On January 1, 1972, the law became effective permitting a Parent or Legal Guardian of a student to allow said student to practice in the family car after the student has engaged in the Practice Driving phase in Driver Education. The Parent or Legal Guardian must have a valid driver's license for at least one year and accompany the student in the front seat of the vehicle.

The driver education department at________________________ High School would like to encourage the parent to provide this lawful practice driving at home. Home practice is not intended to be a substitute for practice driving in the driver education car. Instead, it is intended to be a supplement to in-school driving experience.

Enclosed is a booklet containing some teaching suggestions and a breakdown of the skill involved with various driving maneuvers. We recommend that you not attempt to practice skills that have not been previously practiced in the school situation.

By providing a few hours of practice driving you will make it possible for your son or daughter to be a more competent driver at the completion of the driver education course. In the meantime, we will continue to work on basic and advance driving skills necessary to function in the complex traffic environment of today.

If you have any question or problems, please feel free to call or arrange for a personal conference with our driver education personnel.

Sincerely,

Supervisor of Driver and
Traffic Safety Education

PRIDE MODEL CURRICULUM OUTLINE

(It is suggested that the driver education department include a copy of their specific curriculum outline designed for their driver education course.)

I. INTRODUCTION

1. Driving - A Personal Challenge
2. Signs, Signals and Markings

II. BASIC CONTROL

1. Pre-start
2. Starting, Entering Traffic, Securing
3. Speed
4. Steering
5. Braking
6. Turning
7. Backing

III. SYSTEM INTERACTION

1. Intersecting
2. Lane Selection and Placement
3. Lane Changing
4. Merging
5. Following and Being Followed
6. Oncoming Vehicles
7. Passing and Being Passed
8. Pedestrians, Cyclists, and other Vehicles
9. Turnabouts
10. Parking

IV. DRIVING ENVIRONMENT

1. Urban
2. Highway
3. Limited Access
4. Roadway Surfaces
5. Reduced Visability

    a. Weather
    b. Night

V. CRITICAL SITUATIONS

1. Unexpected Actions of Other Drivers
2. Vehicle Failure
3. Lateral Acceleration Recovery
4. Driver Actions

VI. FACTORS INFLUENCING PERFORMANCE AND SURVIVABILITY

1. Alcohol and Other Drugs
2. Driver Characteristics

    a. Physical Fitness
    b. Psychological Factors

3. Vehicle Maintenance
4. Vehicle Selection
5. Legal Responsibilities

    a. Insurance
    b. Crash Scene

VII. TRIP PLANNING

1. Route Selection
2. Time Factors
3. Equipment
4. Loading Considerations

WHAT IS A GOOD TEACHER?

1. A good teacher is patient. It takes time to learn a complex skill such as driving.
2. A good teacher explains, demonstrates and tells why.
3. A good teacher remains calm. If he gets excited, the student will most likely get excited too.
4. A good teacher commends his student when he shows improvement or handles a driving situation with skill.
5. A good teacher does not cut his student down or use sarcasm as a teaching approach.
6. A good teacher is more positive than negative. Most of his remarks about the student's driving are positive.
7. A good teacher is able to determine what the student is doing wrong and then tell the driver how to correct his error.
8. A good teacher tells the students what he is expected to do at the beginning of the practice session.
9. A good teacher reviews weaknesses that were noted in the previous lesson.
10. A good teacher helps his student to feel good about himself.
11. A good teacher keeps a record of each lesson. To do this take the performance check list with you for each lesson.
12. A good teacher is a good example when he drives. Chances are strong that your driver will imitate your driving style.

SAFEGUARDING THE DRIVING SITUATION

There are a number of precautions you can take to prevent difficulty during the practice session. It will help you to become familiar with them before you take your son or daughter for a ride. Be sure that he/she understands the instruments and controls. They may differ greatly from the driver education car.

1. Plan before you drive. Be sure that your driver knows exactly where he is going and what he is going to do.
2. Drive to a quiet practice area if you feel that it is necessary for safety. It is never a good idea to put a beginner into traffic before he is sure of controlling his car.
3. Avoid night driving during early lessons. Darkness can be a serious handicap for a beginner.
4. Keep the speed low during early lessons. This will give your driver longer to see and decide what to do.
5. Look and think well ahead of your driver. Give directions well in advance.
6. Keep the level and tone of your voice low. Sound as calm as possible.
7. Avoid driving during the rush hour or in crowded conditions.
8. Use an auxiliary hand-held mirror to keep track of conditions to the rear.
9. PRACTICE STOPPING IN A QUIET AREA until you are sure that your driver can stop his car quickly and reliably upon your command, "STOP". This is your dual control.
10. Maintain a friendly relationship with your learner.

EMERGENCY ACTIONS YOU CAN TAKE

1. Turn off the ignition to cut the power.
2. Take steering control by either straightening or turning the wheel.
3. Shift to neutral to cut the power to the rear wheels.
4. Apply the brakes from your side of the car.
5. Feed gas from your side of the car by reaching across with your foot.

PRACTICE TIPS

FIRST DRIVE

On the first drive, or until your driver gains confidence and skill, drive your car away from your neighborhood to a quiet practice area.

GIVE DIRECTIONS EARLY

Quietly and clearly give directions to your driver well in advance of the situation. It helps to point with your finger when giving directions.

HOW TO HANDLE MISTAKES

The driver probably feels pressure over making a mistake without comment from the parent. One way to handle an error would be, "we went a bit wide on that right turn. Let's try another one and when we approach the corner, go a bit slower."

EXPECT MISTAKES IN THE BEGINNING

Don't try to correct all mistakes in the beginning. Errors are a natural part of learning a complex skill.

POINT TOWARD PERFECTION

Pick out one skill and concentrate on it, (braking, turning corners, backing). The longer you permit a driver to practice a mistake, the harder it will be to change.

TIME IS YOUR ALLY

Nobody learns anything instantly. This is especially true of driving skills. It usually takes a number of practice attempts to perfect a skill, but it is worth it. Be patient. Let time work for you.

KEEP THE LESSON SHORT IN THE BEGINNING

Shorter more frequent lessons are more efficient than are longer lessons. Your driver may tire quickly during the early lessons. Take a break when he does.

REWARD SUCCESS

Be sure to let your driver know that he is improving. One of the greatest rewards you can give him is your approval.

WHEN TO END THE LESSON

When your driver becomes tired or confused or when his skills begin to deteriorate, end the lesson or take a break. He will rarely improve when he is tired.

HOW TO TEACH YOUR TEENAGER DRIVING JUDGMENT AND DECISION MAKING WHEN YOU ARE DRIVING

1. Stopped at stop sign	1. Ask your student to pick the gap to cross through street or join traffic with a left or right turn.
2. Approaching for left turn with oncoming traffic.	2. "Should we complete the turn or should we stop and wait for oncoming vehicles?"
If you must stop.	Have student pick the gap.
3. You are approaching a traffic light.	3. "Will the traffic light ahead stay green or change to yellow?"
4. Approaching uncontrolled intersection	4. "Is the next intersection controlled or uncontrolled?"
Near uncontrolled intersection	Require student to scan and provide go - no go decision.
5. Passing situation	5. "Should we pass the car ahead or stay in line?"
6. Parked position	6. "Should we pull out or remain standing?"
7. Roadside hazards	7. Judge the extent of roadside hazards, shoulder, ditch, poles, posts, trees. etc.
8. You are about to meet an oncoming car where cars are parked on both sides of the street and the space is narrow.	8. "Should we continue or stop?"
9. Driving into tight spaces	9. Ask driver to help you judge if space is adequate

TEACHING STICK SHIFT AT HOME

1. Learn Automatic First	If possible, learn to turn, steer and stop in an automatic shift car first. With these skills learned your driver will be able to concentrate on the more difficult stick shift skills.
2. Demonstrate	Demonstrate the clutch-shift technique during routine drives and immediately prior to the driving lesson. Explain what you are doing and tell why you are doing it.
3. Shifting	Have your driver practice shifting while the car is standing still. This will simplify the learning process.
4. Quiet Open Area	A large empty parking lot is a good place to begin early lessons. Your driver will learn faster when he does not have to worry about other cars and fixed objects.
5. Repetition	Try a series of several starts in first gear. Break down a complex series of tasks into simple tasks. Then put them together into a total operation.
6. Stay out of Traffic	Until your driver is quite reliable on starts it is best to stay out of traffic. Work in light traffic first and then increase the difficulty as your driver increases his skill.
7. Begin by Reviewing	Review old skills at the beginning of each lesson. Keep in mind that forgetting is normal and that a brief review will bring your driver up to his former level of skill.
8. Pressure Wrecks Performance	Speak quietly to your driver. Pressure that comes from you and from other drivers will cause your driver to kill the engine and make other mistakes that he would otherwise not make.

9. Analyze Mistakes	Is your son or daughter feeding too much or too little gas? Is he hesitating at the friction point? (clutch takes hold) Is he coordinating both gas and clutch effectively?
10. Take a Break	Leg and foot muscles become tired very quickly when a beginner is trying to exert precise control of the gas pedal and clutch. Frequently the beginner will begin to make mistakes when he becomes tired. A short break will often result in improved performance.

A little praise goes a long way when used on a beginning driver. Try it and see.

HOME PRACTICE - BASIC CONTROL

PRE-START

Your driver should be able to do the following:

_____ 1. Lock the doors
_____ 2. Adjust the seat
_____ 3. Adjust mirrors
_____ 4. Fasten lap shoulder harness
_____ 5. Adjust head restraint

STARTING

Your driver should be able to do the following:

_____ 1. Identify instruments and controls
_____ 2. Start the engine
_____ 3. Shift into gear

ENTERING TRAFFIC

Your driver should be able to do the following:

_____ 1. Signal
_____ 2. Check for traffic
_____ 3. Steer out of space
_____ 4. Center car in lane

LEAVE TRAFFIC

Your driver should be able to do the following:

_____ 1. Signal
_____ 2. Brake
_____ 3. Steer into position next to curb

SECURE VEHICLE

Your driver should be able to do the following:

_____ 1. Stop the car
_____ 2. Shift to park
_____ 3. Set parking brake
_____ 4. Remove key
_____ 5. Check rear before leaving car
_____ 6. Lock doors

SPEED CONTROL

Your driver should be able to do the following:

____ 1. Read speed limit signs and obey them
____ 2. Adjust speed to traffic and weather conditions
____ 3. Drive an even speed

STEERING CONTROL

Your driver should be able to do the following:

____ 1. Keep his car within his lane
____ 2. Move from lane to lane smoothly and precisely

BRAKING

Your driver should be able to do the following:

____ 1. Apply the brakes quickly and smoothly
____ 2. Stop without jerking the car
____ 3. Flash the brake lights
____ 4. Stop accurately at crosswalks and other stopping situations
____ 5. Brake softly as when brakes are applied as a precaution
____ 6. Pump the brakes as when stopping on ice

TURNING

Your driver should be able to do the following:

____ 1. Signal 100 ft. in advance of turn in city and 200 feet in rural or expressway areas
____ 2. Reduce speed for the turn
____ 3. Look carefully left and right
____ 4. Yield to cars and pedestrians
____ 5. Turn the wheel without shuffling
____ 6. Enter the new street without slicing left turns or going over the curb on right turns
____ 7. Straighten out in the proper lane when completing the turn

BACKING

Your driver should be able to do the following:

____ 1. Check traffic
____ 2. Put his left hand at the top of the wheel
____ 3. Look over the right shoulder when backing
____ 4. Keep speed at a low level
____ 5. Glance toward front for fender clearance
____ 6. Turn the wheel in the direction he wants the car to move

HOME PRACTICE - SYSTEM INTERACTION

INTERSECTING

The driver must be able to:

____ 1. Brake and look for cross traffic where intersections are uncontrolled
____ 2. Yield to oncoming traffic when making left turns
____ 3. Yield to pedestrians in all points of the intersection
____ 4. Yield to cross traffic at uncontrolled intersections

LANE SELECTION AND PLACEMENT

The driver must be able to:

____ 1. Center the vehicle within a traffic lane
____ 2. Place the car away from parked cars where possible
____ 3. Choose the correct lane to make right and left turns
____ 4. Select the lane that presents the least problems

LANE CHANGING

The driver must be able to:

____ 1. Check mirror and look over shoulder
____ 2. Signal
____ 3. Yield to other cars
____ 4. Make a smooth accurate lane change

MERGING

The driver must be able to:

____ 1. Identify merge situations well in advance
____ 2. Merge smoothly and safely with the through lane of traffic

FOLLOWING AND BEING FOLLOWED

The driver must be able to:

____ 1. Space his vehicle 2 seconds from the vehicle ahead
____ 2. Signal and stop gradually when being followed

ONCOMING VEHICLES

The driver must be able to:

____ 1. Identify the problems of oncoming vehicles
____ 2. Allow extra space when the oncoming driver has a problem

PASSING AND BEING PASSED

The driver must be able to:

___ 1. Check ahead and to the rear
___ 2. Signal and steer out
___ 3. Sound the horn and accelerate
___ 4. Check for car in rearview mirror
___ 5. Signal right before returning to lane
___ 6. Steer in and cancel signal

* Your driver can learn to judge speed and distance of oncoming vehicles when you are driving. Have your student snap his finger at the last possible second you would dare to safely make a passing attempt. If the oncoming car reaches your car in less than 12 seconds the time would have been too short for a safe passing maneuver.

PEDESTRIANS, CYCLIST AND OTHER VEHICLES

The driver must be able to:

___ 1. Slow down when children are playing near the street
___ 2. Yield to pedestrians
___ 3. Allow extra room when passing bicycles

TURNABOUTS

Note: 1. It is often safest to go around the block. 2. Be sure traffic conditions are favorable before attempting any turnabout.

A. U-Turnabout (in middle of block)

The driver must be able to:

___ 1. Signal right
___ 2. Stop vehicle near curb
___ 3. Check traffic (front, rear, sides)
___ 4. Signal left
___ 5. Move car forward slowly turning hard left
___ 6. Cover brake when approaching opposite curve
___ 7. Check traffic
___ 8. Complete the turn

B. Y-Turnabout (minor street on left)

The driver must be able to:

___ 1. Check traffic
___ 2. Signal left
___ 3. Check side street and new lane to enter
___ 4. Move forward into correct lane
___ 5. Stop
___ 6. Check traffic
___ 7. Back slowly into correct lane of traffic (right side)
___ 8. Stop
___ 9. Shift to drive and resume safe speed

PARKING

A. Angle Parking (Diagonal), Parking Space on right

The driver must be able to: (Entering parking space)

___ 1. Position car as far left as possible
___ 2. Check traffic
___ 3. Signal right
___ 4. Slow down
___ 5. When front wheels are opposite the nearest edge of the parking space, stop and check space before pulling into it
___ 6. Steer right
___ 7. Center car in space
___ 8. Stop before touching curb

The driver must be able to: (Leaving parking space)

___ 1. Shift to reverse
___ 2. Check traffic
___ 3. Back slowly CAUTIOUSLY (maintain straight position)
___ 4. When front bumper clears rear bumper of car on left, steer hard right
___ 5. Back until clear of vehicle
___ 6. Shift to "D" and proceed

B. Parallel Parking, Parking space on right

The driver must be able to: (Entering parking space)

___ 1. Approach in correct lane
___ 2. Reduce speed; use brake lights to signal stop
___ 3. Signal right, slow down
___ 4. Pull up alongside car in front of parking space, 2 to 3 feet away
___ 5. Position back bumper of your car even with back bumper of the car in front of your intended parking space
___ 6. Shift to reverse
___ 7. Check traffic

__ 8. Back slowly maintaining controlled speed
__ 9. Steer right looking over right shoulder when you see the tail lights on rear bumper of the car in front of you
__ 10. Turn wheels left maintaining slow speed until car is nearly parallel to curb
__ 11. Straighten wheels
__ 12. Stop before touching car behind you
__ 13. Shift to drive "D" and center car in parking space approximately 6 inches from curb

The driver must be able to: (Leaving parking space)

__ 1. Start engine and shift to reverse
__ 2. Back slowly while looking over right shoulder
__ 3. Stop before touching car behind you
__ 4. Shift to drive "D"
__ 5. Signal intentions and check traffic (be sure to check left rear blind spot)
__ 6. Steer hard left when leaving to clear car in front
__ 7. Maintain slow safe speed
__ 8. Recheck traffic over left shoulder
__ 9. Accelerate to safe speed into nearest traffic lane

URBAN DRIVING

1. Be sure that your driver is able to control the car well before attempting to drive in traffic.

2. Carry a hand-held mirror to keep track of traffic to the rear.

3. Avoid peak traffic times and night driving during early experience.

4. Driving can include routine trips to the shopping center and other typical destinations.

5. Ask your driver to tell you what he sees and what he is thinking.

6. Point out natural and engineered hazards along the route.

7. Compliment the driver when his performance improves.

URBAN DRIVING

The driver must be able to:

__ 1. Keep the car centered in his lane
__ 2. Stop, look and yield at stop signs
__ 3. Slow, look and stop where necessary at yield signs

___ 4. Predict and properly react to traffic lights as he approaches them
___ 5. Slow down and look at RR crossings
___ 6. Properly enter and leave one way streets
___ 7. Give evidence of looking at least one block ahead in traffic
___ 8. Use the horn to stabilize uncertain drivers and pedestrians
___ 9. Use proper lanes for turns
___ 10. Keep car in a safe position relative to cars ahead and to the side

HOME PRACTICE - DRIVING ENVIRONMENT

HIGHWAY DRIVING

1. It is possible for a beginner to drive on the highway before he is competent to drive in heavy traffic. You may want to drive out to the highway and then let your driver take over the controls.

2. Choose a lightly traveled highway.

3. Avoid peak traffic hours and weekends if possible.

4. Do not hesitate to take steering control if necessary.

5. Take a hand-held mirror with you so that you can keep track of traffic behind you.

6. Keep speeds low in the begining. Your driver will gradually speed up as he gains competence and confidence

7. Be sure that your driver checks signs as he drives. You can check this by asking him what the sign said after passing it.

8. Arrange for others to pass if you are holding up traffic.

9. When the road is isolated and there are no oncoming cars, have your driver practice driving on the left side of the highway. This is preparation for passing.

10. Keep the level and tone of your voice low. It may be difficult but it pays off.

HIGHWAY DRIVING

The driver must be able to:

____ 1. Enter the highway safely and precisely
____ 2. Keep the car centered in the lane
____ 3. Read signs and markings
____ 4. Take curves smoothly at the right speed
____ 5. Drop a wheel off the pavement at 25 mph and re-enter the pavement

____ 6. Make a pretend passing maneuver with no cars around (35-40 mph)
____ 7. Signal, slow down and turn off the highway safely
____ 8. Judge speed, distance and closure of vehicles to the rear

LIMITED ACCESS (Interstate Highway)

1. Carry a hand-held mirror to keep track of traffic to the rear.

2. Avoid this kind of driving until your driver is able to drive at or near the speed of other traffic on the highway.

3. Try to drive during an off-peak time.

4. Driver should be a dependable lane changer before attempting this kind of driving.

5. Point out that interchanges are the area of greatest conflict.

6. Decide ahead of time which interchange you plan to exit from the interstate.

LIMITED ACCESS

The driver must be able to:

____ 1. Enter the acceleration lane, choose a safe gap and accelerate to traffic speed
____ 2. Change lanes smoothly and dependably
____ 3. Establish a 2 second following interval
____ 4. Signal and decelerate in the deceleration lane when leaving the interstate
____ 5. Accurately judge speed, distance and closure of vehicles behind.
____ 6. Stay out of bunches of vehicles (Drive alone when possible)
____ 7. Read and obey all traffic signs

ROAD SURFACES

1. For some driver education students it is not possible to get practice in driving on a slippery surface. It could be dangerous for your driver to gain this experience in traffic.

2. Initial practice in starting, stopping and controlling skids should be done in an off-street area where there is no danger of colliding with a fixed object or another vehicle.

3. The driver should have some driving experience before this kind of practice should be undertaken.

4. Gravel road practice is especially important for students who live in a rural area.

5. Describe the actions you are taking and why you are taking them when you are driving under adverse surface conditions.

ROAD SURFACES

The driver must be able to:

_____ 1. Control a vehicle on a gravel road. (stopping, starting and turning)
_____ 2. Control and prevent skids on a slick surface
_____ 3. Start and stop properly on a slick surface
_____ 4. Dodge pot holes, rocks and glass on the highway
_____ 5. Adjust speed to any kind of adverse surface condition (Wet pavement, ice, snow, mud, gravel)

REDUCED VISIBILITY

1. Be sure that your driver knows how to operate light switches, washerwiper, defroster and heater controls.

2. Avoid driving under reduced visibility conditions with a totally inexperienced driver.

3. Describe the actions you are taking and why you are taking them when you drive under adverse conditions

REDUCED VISIBILITY (Fog-Rain-Snow-Night)

The driver must be able to:

_____ 1. Operate the headlights, dim-bright switches
_____ 2. Operate washer-wiper and defroster controls
_____ 3. Operate heater-air conditioner to control fogging of windows
_____ 4. Adjust speed to sight distance when visibility is reduced
_____ 5. Manipulate sun visor to front and side
_____ 6. Turn on headlights during any kind of reduced visibility
_____ 7. Dim headlights when meeting at night

APPENDIX L

School--Dealer Agreement
Cycle and Manufacturers Notification Sheet

SCHOOL--DEALER AGREEMENT
CYCLE AND MANUFACTURES NOTIFICATION SHEET

I. THE SCHOOL AGREES TO:

1. Conduct a high quality motorcycle operator education course with practice driving meeting the requirements of the Illinois Office of Education where such requirements have been set up, otherwise, the following minimum requirements:
   12 clock-hours per student of classroom instruction
   6 clock-hours per student of practice driving (exclusive of time spent as an observer).

2. Provide an instructor who has completed special driver education and motorcycle safety teacher preparation of a minimum of 40 clock-hours and is otherwise approved by the Illinois Office of Education. In states which have minimum requirements in excess of 40 clock-hours, the state requirements will be considered as a minimum for cycle assignment.

3. Use the cycle exclusively for motorcycle operator education activities, and have a qualified driver education and motorcycle instructor present at all times the cycle is in operation.

4. Make certain that there is insurance coverage for the protection of the school, the dealer, the instructor and student enrolled in class. The coverage should include, but need not be limited to, (a) 25-50 thousand dollars public liability; (b) 10 thousand dollars property damage; (c) collision (optional); (d) comprehensive (optional).

5. In the event that the vehicle is damaged, report promptly any such damage to the dealer and pay all operational and maintenance expenses.

6. May identify the cycle as a motorcycle operator education cycle and place a dealer courtesy decal on it.

7. Have vehicle maintenance done to the satisfaction of the dealer.

8. Properly maintain the appearance of the cycle.

9. Provide garaging of the vehicle to the satisfaction of the dealer.

10. Return the cycle to the dealer on expiration of assignment and pay for servicing or repairs necessary to put the cycle in the same condition as received, except for normal wear and tear.

APPENDIX M

Motor Vehicle Accident Report Form

MOTORIST'S REPORT OF ILLINOIS MOTOR VEHICLE ACCIDENT

ACCIDENT NO. ____

1 WHERE ACCIDENT OCCURRED

COUNTY ____ CITY ____

Road or Street on which Accident Occurred ____ (Highway Number, U.S. or State, if no highway number, Identify Road by Name)

At Intersection With ____ (Number or Name of Intersecting Highway or Street)

If not at Intersection ____ Feet or ____ Miles N S E W (Circle 1) of ____ (Nearest Highway, Street, Bridge, or other Landmark)

2 WHEN ACCIDENT OCCURRED

MONTH / DAY / YEAR

Day of the Week: M T W T F S S

HOUR : AM PM

NUMBER OF VEHICLES INVOLVED IN ACCIDENT ____

DID POLICE OFFICER INVESTIGATE ACCIDENT? 1 Yes 2 No

OFFICE USE ONLY

3 DRIVER NUMBER 1 - YOURSELF

DRIVER'S NAME (LAST, FIRST, MIDDLE) | BIRTH MO / DAY / YR | DRIVERS LICENSE NO | STATE | 1 MALE 2 FEMALE

STREET ADDRESS | CITY | COUNTY OF RESIDENCE | STATE

Was Traffic Citation Issued to Driver Number 1? 1 Yes 2 No

4 VEHICLE NUMBER 1 - YOUR VEHICLE

OWNER'S NAME | ADDRESS

VEHICLE MAKE | YEAR | MODEL & TYPE | VEHICLE LICENSE NUMBER - STATE AND YEAR

IDENTIFICATION NUMBER - SERIAL | APPROX. COST TO REPAIR $ ____ | WAS VEHICLE PARKED? 1 YES 2 NO | LEGALLY? 1 YES 2 NO

CIRCLE POINT OF CONTACT

5 DRIVER NUMBER 2 - OTHER DRIVER - OR PEDESTRIAN

☐ DRIVER'S NAME (LAST, FIRST, MIDDLE) ☐ PED | BIRTH MO / DAY / YR | DRIVERS LICENSE NO | STATE | 1 MALE 2 FEMALE

STREET ADDRESS | CITY | COUNTY OF RESIDENCE | STATE

Was Traffic Citation Issued to Driver Number 2? 1 Yes 2 No

6 VEHICLE NUMBER 2 - OTHER VEHICLE

OWNER'S NAME | ADDRESS

VEHICLE MAKE | YEAR | MODEL & TYPE | VEHICLE LICENSE NUMBER - STATE AND YEAR

IDENTIFICATION NUMBER - SERIAL | APPROX. COST TO REPAIR $ ____ | WAS VEHICLE PARKED? 1 YES 2 NO | LEGALLY? 1 YES 2 NO

CIRCLE POINT OF CONTACT

CODES FOR COMPLETION OF INJURY INFORMATION

SEATING IN VEHICLE — USE CODE P IF PEDESTRIAN

1	2	3
4	5	6

STATION WAGON

7	8	9

SEAT BELTS
- 1 None Installed
- 2 Unfastened
- 3 Not Reported
- 4 Lap Belt Used Only
- 5 Both Belts Used
- 6 Other
- 7 Helmet Worn

EJECTION FROM VEHICLE
- 1 Yes
- 2 Partial
- 3 No
- 4 Unknown

INJURY
1. Visible signs of injury as bleeding wound or distorted member, or had to be carried from scene
2. Other visible injury, bruises, etc.
3. No visible injury but complaint of pain or momentary unconsciousness

K - KILLED

Refer to codes above to complete this information

7 LIST PERSONS KILLED OR INJURED

		AGE	SEX	VEH NO	SEAT ING	SEAT BELTS	EJEC TION	IN JURY
NAME	ADDRESS							
DESCRIBE INJURIES								
NAME	ADDRESS							
DESCRIBE INJURIES								
NAME	ADDRESS							
DESCRIBE INJURIES								

DESCRIBE DAMAGE TO PROPERTY OTHER THAN MOTOR VEHICLES | APPROX. COST TO REPAIR $ ____ | OWNER'S NAME | OWNER'S ADDRESS

DRIVER EDUCATION (YOURSELF) 1-Behind Wheel Training 2-Classroom Training 3-No School Training

SIGN HERE | ADDRESS | DATE

SIGNATURE OF PERSON MAKING REPORT

Mail Report To:
Accident Report Office
Illinois Department of Transportation
Springfield, Illinois 62766

COMPLETE BOTH SIDES OF THIS FORM

Form SR-1

LEGAL REQUIREMENTS

The driver or owner of any motor vehicle involved in an accident which results in injury, death, or total property damage to any one person's property of $100 or more must complete this report within 10 days after the accident.

The failure or refusal of any person to report an accident as required can be cause for the suspension of the drivers license.

If the driver is physically incapable of completing the report the owner or another occupant of the vehicle should do so.

YOUR REPORT IS CONFIDENTIAL AND CANNOT BE USED AS EVIDENCE IN ANY TRIAL

PRINT OR TYPE ALL INFORMATION ON THIS FORM

INSTRUCTIONS

OBSERVE THE FOLLOWING RULES:

1. PRINT ALL NAMES AND ADDRESSES. CIRCLE ALL ITEMS THAT IDENTIFY YOUR ACCIDENT.
2. Answer all questions to the best of your knowledge. If unable to answer any questions, mark "nk" for not known.
3. Under "Where Accident Occurred" give sufficient information to locate the exact scene of the accident.
4. Under "Model and Type of Vehicle" indicate the exact type and (for passenger cars only) model, that is, passenger car Fairlane, passenger car with two-wheel trailer Delta 88, etc., or combinations, that is, tractor and semitrailer, truck and four-wheel trailer, motorcycle, etc.
5. The nature and extent of all damages and injuries must be clearly and completely stated. Whenever a doctor's statement of injuries or a garage estimate of the cost of repairs is immediately available, give this information, otherwise give your own careful estimate.
6. A motor bus, bicycle, or animal drawn vehicle should be recorded as a vehicle for the purpose of this report. A person on skates, coaster wagon, sled, etc. should be classed as a pedestrian. Describe the conveyance and give its exact location in the street or on the roadway.
7. If the accident involved a fixed object, describe it fully and give its exact location. State also whether it was protected by flags, signs and/or lights.
8. Use a second report form or a sheet of paper the same size to report additional vehicles, injured persons, witnesses, or any other information for which there is not sufficient space.
9. SIGN THE REPORT in the space at the bottom AND also sign the attached insurance slip.

AMERICAN BUSINESS FORMS CHICAGO

DO NOT DETACH

Form SR-21

ILLINOIS

ACCIDENT NO.

If you fail to give full information below it will be assumed that you did not have automobile liability Insurance.

Have your insurance policy in front of you when you fill in this form

Fleet operators-See back of Form SR-1

Full name of your Insurance company (not agency) which issued policy to cover liability for damage or injury to others

Drivers License No.

Name and Address of Representative who sold Policy

Policy Number

Policy Period From ____ To ____

Date of Accident Month / Day / Year | At or Near What City? ____ Illinois

Make of Your Vehicle ____ Year ____ Type ____ Serial Number ____

Driver's Name and Address

Owner's Name and Address

Name of Policy Holder | Your Signature

TURN THE PAGE-COMPLETE BOTH SIDES!

DIAGRAM WHAT HAPPENED INSTRUCTIONS

1. Follow dotted lines to draw outline of roadway at place of accident.
2. Number each vehicle and show direction of travel by arrow.

→ 1 2 ←

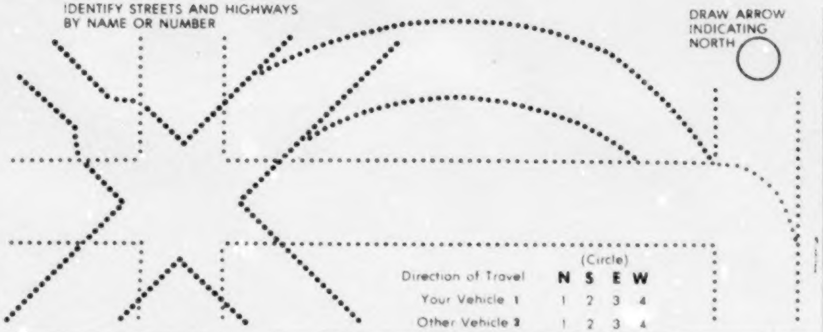
Use solid line to show path before accident → 2

dotted line after accident - - -→ 2

4. Show pedestrian by —○
5. Show railroad by ┼┼┼┼┼
6. Show utility poles by ⏀
7. Show motorcycle by ○○

IDENTIFY STREETS AND HIGHWAYS BY NAME OR NUMBER

DRAW ARROW INDICATING NORTH



Direction of Travel	N	S	E	W
	(Circle)			
Your Vehicle 1	1	2	3	4
Other Vehicle 2	1	2	3	4

DESCRIBE WHAT HAPPENED (Refer to vehicles by number)

CIRCLE NUMBER OF ITEM OR ITEMS IN EACH BOX PERTAINING TO ACCIDENT

8 TYPE OF ACCIDENT - WITH

1 - Pedestrian
2 - Motor Vehicle in Traffic
3 - Parked Motor Vehicle
4 - Railroad Train
5 - Bicyclist
6 - Animal ______
7 - Fixed Object
8 - Other Object
9 - Motorcycle
10 - Other ______

9 MANEUVER

1 - Avoiding Pedestrian
2 - Avoiding Other Vehicles
3 - Avoiding Animal
4 - Avoiding Previous Accident
5 - Skidding Before Braking
6 - Skidding After Braking
7 - Crowded off Roadway
8 - Driverless Moving Vehicle
9 - Other ______

10 YOUR ACTION AT TIME OF ACCIDENT

1 - Going Straight Ahead
2 - Changing Lanes
3 - Making Right Turn
4 - Making Left Turn
5 - Making U Turn
6 - Slowing or Stopped
7 - Starting in Traffic Lane
8 - Starting from Parked Position
9 - Stopped in Traffic
10 - Parked
11 - Backing
12 - Other ______

11 WHAT PEDESTRIAN WAS DOING

1 - Crossing at Intersection With Signal
2 - Crossing at Intersection Against Signal
3 - Crossing at Intersection No Signal
4 - Crossing Not at Intersection
5 - Coming From Behind Parked Vehicle
6 - Walking in Roadway - With Traffic
7 - Walking in Roadway - Against Traffic
8 - Getting off or on School Bus
9 - Getting off or on Other Vehicle
10 - Playing in Roadway
11 - Hitching on Vehicle
12 - Working in Roadway
13 - Not in Roadway
14 - Other ______

12 ROAD CHARACTER

1 - Straight Level
2 - Straight-on-Grade
3 - Straight-Hillcrest
4 - Curve-Level
5 - Curve-on-Grade
6 - Curve-Hillcrest

13 LIGHT

1 - Daylight
2 - Dawn
3 - Dusk
4 - Darkness
5 - Darkness-Road Lighted

14 WEATHER

1 - Clear
2 - Rain
3 - Snow
4 - Fog/Smog
5 - Sleet
6 - Blowing Dust

15 ROAD SURFACE CONDITION

1 - Dry
2 - Wet
3 - Snow/Icy
4 - Muddy
5 - Oily
6 - Other
______

16 ROAD DEFECTS

1 - Low Shoulder
2 - Soft Shoulder
3 - Holes, Bumps, Etc.
4 - Loose Material on Roadway
5 - Construction-Barricaded
6 - Construction-Not Barricaded
7 - No Defects
8 - Other ______

17 TOTAL ROADWAY LANES

1 - One Lane
2 - Two Lanes
3 - Three Lanes
4 - Four Lanes
5 - Five or More
6 - Unpaved any Width

7 - One Way?
1-Yes 2-No

18 VISION OBSCURED

1 - Not Obscured
2 - Rain, Snow, Ice on Windshield
3 - Trees, Crops, Bushes
4 - Buildings
5 - Embankment
6 - Sign Board
7 - Hillcrest
8 - Parked Vehicle(s)
9 - Moving Vehicle(s)
10 - Blinded by Headlights
11 - Blinded by Sunlight
12 - Other ______

19 TRAFFIC CONTROL

1 - Stop Sign
2 - Stop and Go Light
3 - Officer or Flagman
4 - Railroad Crossing Gates
5 - Railroad Flashing Lights
6 - None
7 - Other ______

1-Was Traffic Sign Visible?
1-Yes 2-No

2-Control Functioning?
1-Yes 2-No

20 MISCELLANEOUS INFORMATION

ODOMETER READING
☐☐☐☐☐.☐
1/10

SPEED LIMIT
______ M.P.H.
POSTED 1-Yes 2-No

Were You Familiar With Road on Which Accident Occurred? 1 - Yes 2 - No

DID FIRE OCCUR?
1-Yes 2-No

THIS SPACE FOR FLEET OPERATORS ONLY

If Fleet Exemption is Claimed-Disregard Form SR-21

If your vehicle operated in compliance with the Federal "Motor Carrier's Act" show the Interstate Commerce Commission docket number. ______

Is a Form SR-23 on file with Department of Transportation covering your vehicle? ______

Has the Secretary of State issued a certificate of self-insurance covering your vehicle? ______

YOUR INSURANCE

At time of accident was owner (or driver) of your vehicle covered by insurance for damage or injury to others?

1 - Yes 2 - No

Full name of insurance company ______

Policy number ______

Policy holder ______

Important – this accident should also be reported to your insurance representative. Failure to report may jeopardize your automobile liability insurance.

To: ACCIDENT REPORT OFFICE
ILLINOIS DEPARTMENT OF TRANSPORTATION
SPRINGFIELD, ILLINOIS, 62706

FOR USE OF INSURANCE COMPANY ONLY

Return this form in 14 days if no policy was in effect as alleged by motorist.

With regard to an automobile liability insurance policy for the policyholder named on the reverse side hereof, the undersigned Insurance company advises you in accordance with the items checked below.

☐ 1. No policy was in effect on the date of the accident.
☐ 2. Our policy for the named policyholder applies to him as the operator but it does not apply to the owner of the vehicle involved in the accident.
☐ 3. Our policy applies to the owner of the vehicle, but does not apply to the operator of the vehicle involved in the accident.
☐ 4. Our policy affords bodily injury coverage only.
☐ 5. Our policy affords property damage coverage only.

Remarks ______

NAME OF INSURANCE COMPANY ______

SIGNATURE OF AUTHORIZED REPRESENTATIVE ______

DATE ______

IMPORTANT-UNFOLD AND COMPLETE INSURANCE INFORMATION